DOCUMENT RESUME

ED 063 488 VT 015 478

| | |
|---|---|
| TITLE | The New FFA--Relevant, Flexible. |
| INSTITUTION | Future Farmers of America, Washington, D.C. |
| PUB DATE | 9 Mar 72 |
| NOTE | 93p.; Proceedings of the National FFA Seminar (Chevy Chase, Md., March 6-9, 1972) |
| EDRS PRICE | MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Agricultural Education; Behavioral Objectives; *Conference Reports; Program Development; *Relevance (Education); Rural Development; *Student Development; *Youth Clubs |
| IDENTIFIERS | FFA; *Future Farmers of America |

ABSTRACT

To make education more relevant, the 1972 national seminar sought ways of integrating the Future Farmers of America (FFA) program with the broadened agricultural instruction program. Topics discussed included: (1) "Role of the FFA in the Changing Program of Agricultural Education" - William Gray (Moderator), (2) "But How Do We Get the Job Done?" by James Dougan, (3) "Developing and Using Performance Objectives" by Bob Stewart, (4) "The FFA as a Developmental Tool in Student Personal Growth" by H. E. Ridenour, (5) "The New FFA--Relevant, Flexible and Designed to Serve All Students and All Instructional Programs" by J. L. Branch, (6) "Build a Better Berrien" by Jerry Baldree, (7) "Building a Better Rural America" by James V. Smith, and (8) "Rural Development" by John Kyl. In addition to daily reports and panel discussions, these proceedings include several workshop reports on implementing the new FFA and on performance objectives for student development. (JS)

FILMED FROM BEST AVAILABLE COPY

MAY 1 8 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 063488

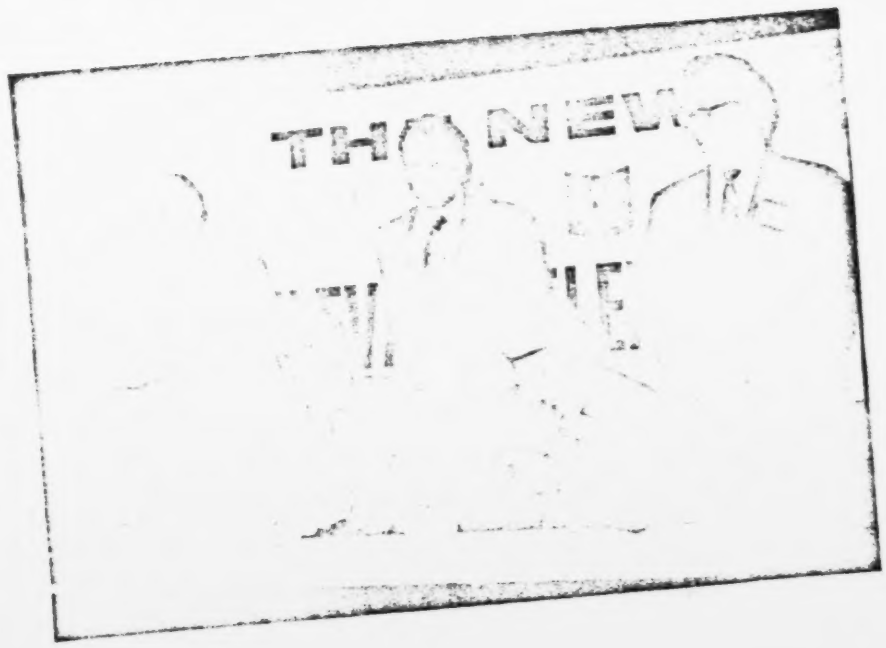
VT 015 478

NATIONAL FFA SEMINAR

# PROCEEDINGS

The NEW FFA
Relevant
Flexible

March 6-9, 1972
National 4 H Center
Chevy Chase, Maryland



# CHAPTER I

Daily Reports

Panel Discussions

Speakers

Seminar Recommendations

TABLE OF CONTENTS


| | Page |
|---|---|
| CHAPTER I | |
| Monday Afternoon Session Summary<br>C. W. Reed, Alabama FFA Executive Secretary | 3 |
| Role of the FFA in the Changing Program of Agricultural Education -- Panel Discussion | 5 |
| Wm. Paul Gray, National FFA Executive Secretary (Moderator) | 7 |
| Joe Bail, Teacher Educator, Cornell University, New York | 10 |
| Max Amberson, Head, Agricultural Education, Montana State University | 12 |
| Dennis Torrence, Teacher, Virginia | 15 |
| Paul Day, State Supervisor, Minnesota | 17 |
| Billy Conner, Executive Secretary, Texas | 18 |
| Dennis Sargent, National FFA Secretary, Ohio | 19 |
| But How Do We Get the Job Done?<br>James Dougan, State Supervisor, Ohio | 24 |
| Developing and Using Performance Objectives<br>Bob Stewart, Teacher Educator, University of Missouri | 32 |
| The FFA as a Developmental Tool in Student Personal Growth<br>H. E. Ridenour, Supervisor, Agricultural Education, Ohio State University | 40 |
| Summary of Tuesday Session -- Overview of FFA Center Operations<br>Julian Carter, State Supervisor, Vermont | 42 |
| The New FFA -- Relevant, Flexible and Designed to Serve All Students and All Instructional Programs<br>J. L. Branch, State Supervisor, Georgia | 45 |
| Build a Better Berrien<br>Jerry Baldree, President, Berrien FFA Chapter, Georgia | 48 |
| Building a Better Rural America<br>James V. Smith, Administrator, Farmers Home Administration, U. S. Department of Agriculture, Washington, D.C. | 49 |
| Rural Development<br>Congressman John Kyl, House Agriculture Committee, Iowa | 51 |
| BOAC Panel and Discussion | 51 |
| Coleman Harris, Associate FFA Executive Secretary (Moderator) | 51 |
| Melvin E. Johnson, Teacher, Nashville, Georgia | 51 |
| C. O. Loreen, Teacher Educator, Washington State University | 52 |
| C. L. Keels, Executive Secretary, North Carolina | 53 |
| Dallas K. Ferry, Farmers Home Administration, U. S. Department of Agriculture, Washington, D.C. | 57 |
| FFA Alumni<br>Gus Douglass, Commissioner of Agriculture, West Virginia | 58 |
| Workshop Reports -- Constitutional Amendments | |

Page

CHAPTER II

WORKSHOP REPORTS -- IMPLEMENTING THE NEW FFA

Group 1 -- Integrating FFA into the Instructional Program in Horticulture (Urban) -- Larry Rathbun, California, Chairman 64

Group 2 -- Integrating FFA into Specialized Instructional Programs Other Than Horticulture (Rural) -- Gerald Barton, Iowa, Chairman 65

Group 3 -- Integrating FFA into the Instructional Program in Area Vocational Schools -- Leon Boucher, Ohio, Chairman 67

Group 4 -- Integrating FFA into the Career Exploration Phase of Instruction (7-8-9) -- Floyd McCormick, Arizona, Chairman 70

Group 5 -- Preparing Teachers to Serve as FFA Advisors -- Ronald Squires, Nevada, Chairman 72

Group 6 -- Developing Recommended FFA Ceremonies and Ritual Revisions -- Jay Wood, Washington, Chairman 74

Group 7 -- Increasing the Effectiveness of FFA Through In-Service Education -- Daniel Bock, Illinois, Chairman 77

Group 8 -- Integrating Community Resources into the FFA Instructional Program Through the FFA Alumni -- Harold Shoaf, Kansas, Chairman 79

CHAPTER III 81

WORKSHOP REPORTS -- PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

Group 1 -- Leadership -- Gordon Hall, Arizona, Chairman 84

Group 2 -- Communications -- Clifford Nelson, Maryland, Chairman 85

Group 3 -- Citizenship and 86
Service to Others -- J. E. Dunn, Georgia, Chairman 87

Group 4 -- Social Skills -- Jim Clouse, Indiana, Chairman 88

Group 5 -- Management of Resources (Financial) 89
Management of Resources (Personal) -- 90
Paul Day, Minnesota, Chairman

Group 6 -- Individual Adjustment (Human Relations) -- Earl Kantner, Ohio, Chairman 91

Student Learning Activities 92

MONDAY, MARCH 6, 1972
AFTERNOON SESSION
CHAIRMAN: C. W. REED
ALABAMA FFA EXECUTIVE SECRETARY

The opening session of the National FFA Seminar began at 1:30 P.M., with opening and introduction by Coleman Harris, Associate Executive Secretary. Mr. Harris explained the objectives of the Seminar. These were:

1. To determine specific ways of integrating FFA into the broadened Instructional Program in Agricultural Education.

2. To develop and identify ways of using performance objectives in the area of Student Personal Growth and Development.

3. Develop suggested performance objectives for the FFA degrees.

4. To increase involvement in the Building Our American Communities Program by acquainting participants with new developments in the FFA-BOAC Program.

5. Identify the benefits and develop the procedures for the effective utilization of FFA motivational and recognition programs in agricultural education.

6. Recommend to the National FFA Board of Directors specific FFA structural and program changes necessary to keep the organization in line with the contemporary agribusiness education program.

7. To determine the future course of action to be taken in FFA Operation Update.

Mr. Harris mentioned that the FFA is at a crossroad. The Board of Directors has placed top priority on the following: (1) to increase FFA member involvement in FFA activities as a part of instruction in all high school agriculture programs, (2) to increase FFA membership.

Members of the FFA Operation Update Steering Committee were introduced. These were: Earl F. Kantner, Youth Consultant, Ohio Department of Education; C. W. Reed, FFA Executive Secretary, Alabama Department of Education; Julian Carter, Vermont Department of Education; Tim J. Burke, National FFA President; Bob R. Stewart, Associate Professor of Agricultural Education, University of Missouri; and Jarrold T. Davis, Supervisor, California Bureau of Agricultural Education.

The Seminar was funded by the National FFA Foundation, Lilly Endowment, Inc. of Indianapolis, Indiana, the special project sponsor of the "Building Our American Communities Program."

Mr. Harris introduced Miss Kathleen Flom, Home Economist, National 4-H Center, who welcomed us to the National 4-H Center. Miss Flom stated that the Center is operated by the National 4-H Club Foundation, Inc., as a private, nonprofit educational institution incorporated in 1948 by the Cooperative Extension Service of the State Land Grant Universities and the U.S. Department of Agriculture. The program conducted at the Center is primarily citizenship training.

Mr. Harris then introduced Mr. Reed who served as chairman for the afternoon session.

Tim Burke, National FFA President, was introduced and he in turn introduced his fellow National Officers. He then extended greetings to the Seminar participants.

Howard Teal, President, NVATA, then extended greetings from the NVATA.

Mr. H. N. Hunsicker, National FFA Advisor, spoke on "Update to be Integral." He stressed the importance of having each seminar participant take ideas back to his home state.

He stated that one of the main purposes of the seminar was to identify and plan FFA's future for the next 5 to 10 years.

In his remarks "Update to be Integral" he pointed out that the FFA is the only vocational youth organization legally established by Congress as an integral part of vocational education; (a) other vocational youth organizations are integral by legal opinions because of this law; (b) FFA is the only organization for which OE is legally responsible; (c) do not let anyone belittle the significance of PL 81-740 - there still are desires in high places to repeal it.

Mr. Hunsicker discussed changes needed in the FFA to make it truly integral; (a) let's be flexible on names and place emphasis on vocational objectives; (b) consider the kinds (background) of students currently enrolled - male, female, rural, urban, etc.; (c) consider types of occupational experience programs requiring FFA flexibility - changes in degree requirements - entrepreneurship, cooperative experience and laboratory; (d) career education objectives have implications for updating the FFA such as: (1) exploratory, (2) specialized, (3) highly specialized; (e) involve students by setting career objectives in all Agribusiness Occupations.

He also suggested that: (a) membership be automatic with enrollment especially for the first three month period; (b) teacher education is a vital link for further development in the FFA - continuous preservice and in-service training in the FFA is essential; (c) we provide incentive awards in each instructional area; (d) we provide something for each student but not everything for all students; (e) in unity there is strength; and (f) we must appeal to a wide age range of students.

"The role of FFA in the Changing Program of Agricultural Education." Panel discussion moderated by National FFA Executive Secretary Wm. Paul Gray. Talks by panel members follow:

## ROLE OF THE FFA IN THE CHANGING PROGRAM OF AGRICULTURAL EDUCATION

Wm. Paul Gray, National Executive Secretary

Since the beginning of time man has banded together in communes, groups, tribes and even nations to assist him in satisfying various personal needs. In later years these have developed quite broadly in nature, and modern man has created institutional, social and organizational groups and organizations to aid him in meeting changing needs caused by the environment, as well as his own individual desires.

This is basically one of the reasons for the forming of the FFA; it has provided an organization for youth studying vocational agriculture, experiences based upon "learning by doing" for total development of the individual. The FFA has rather broad objectives to help accomplish the purposes of vocational agricultural education. First, it helps to relate the educational, vocational and social needs of students to total development, environment and their preparation for occupational competency. Secondly, the FFA also recognizes the demands of today's society and tries to satisfy collective needs and individual desires or goals. It is of interest to note that the FFA Aim and Purposes have been written only twice; the first in 1928 when nine Purposes were determined and second in 1938 when the present twelve objectives were written and approved by the delegate body at the national convention. Let us be cognizant that every tribe, every group, every nation, if it must survive, must periodically evaluate its objectives to exist. The FFA is no different, and we as leaders must make a concentrated effort to examine its objectives and purposes because of the constant changes in the environment and individual needs, especially since these changes differ from community to community and individual to individual.

These facts have been substantiated by several recent research studies. The first completed in 1971 by Dr. Sotero Lasap, Jr., where he studied the leadership positions and the occupational status of all past national officers. His study placed particular emphasis upon the past officers' evaluation of the FFA Aim and Purposes as they existed when they served in the FFA, as compared to the present time, and as they relate to new positions of leadership, professional and occupational status. He proved that there is a need to change the purposes of the FFA in light of today's society and agriculture.

Dr. Earl Kantner, State FFA Executive Secretary in Ohio, in his Doctorate dissertation spelled out among many things, (1) that the purposes of the FFA should be modified, (2) the scope of activities should be broadened to include, not only farm but non-farm students in vocational agriculture, (3) that girls should be admitted to the organization, (4) awards and judging contests should be revised to be in harmony with the instructional program and (5) there was a need to change the name of the organization, and specifically the degree names. We are aware that considerable work and progress has been made on Nos. 2 and 4, and that girls are now making a worthwhile contribution to the organization.

Dr. Richard Welton in his Doctorate dissertation relating to membership and activities indicated that the FFA faced a multiplicity of unsolved problems, many reflected indirectly in the number of students who do not join or belong to the FFA. He further suggested it may be possible to observe the membership gap as a barometer in predicting trends and needed modifications or adaptations.

Mr. H. N. Hunsicker just presented to you facts relative to the membership gap that does exist that was brought out by Dr. Welton. It is quite interesting to note that since 1953 and 1970, the membership of students of vocational agriculture and the FFA has remained almost constant at 84%. In 1970 it dropped to 78% and in 1971 to 75%. This raises several questions among which are, is this drop in membership the result of legislation? Does this emphasize that the need and change is evident if the FFA is to fulfill its purposes and objectives? To what degree should revitalization of the FFA be shared at the national, state and local levels of operation, including the vocational agriculture teacher? To what extent can State staffs, including teacher educators have in revitalizing the FFA so that we may be able to keep our "finger on the pulse" of the FFA? Are these challenges which confront us opportunities in disguise, and if so what course of action do we follow?

Many have suggested or raised the following questions:

1. How important is it to change the image of the FFA and how can this best be done?

2. How do we get "total involvement" of students and what activities should be provided to accomplish this objective?

3. What adjustments or adaptations need to be made in large single teacher departments or in multi-teacher departments to provide opportunities for all students?

4. What activities appeal to all students?

5. To what extent should we emphasize competition and recognition?

6. To what extent should the student be involved in planning and what is the role of the teacher in motivating, planning and participation?

7. What do we do about the "anti-change" attitude that many members, teachers and even state staffs possess?

The Boards of National FFA Officers and Directors have set up a list of priorities. They are:

1. Narrow the gap of membership by at least five percent each year until we almost have total enrollment in FFA.

2. Provide opportunities for involvement of all students of vocational agriculture.

3. Provide better preservice and in-service training for advisors.

4. Increase or improve the image of vocational agriculture and FFA.

# FFA IN TRANSITION - OR IS IT?

Professor Joe P. Bail, Cornell University

Much has been said about the changes which have occurred in American agriculture during the past 100 years. Even more has been said about the major shifts in employment of the work force in agriculture. I don't know what the actual figures are, perhaps they're not even available, but I "reckon as how" one man on the land now produces food and fiber for 50 other Americans. The days of most Americans having grown up on the land are long gone. No longer do we have a heritage of feeling close to the land--or for that matter--even feeling any nostalgia for the good old days when most Americans grew their own food and even processed their own fibers.

Don't misunderstand me, the two percent on the land who actually produce the food in this country are probably the most important percentage of the total population. However, I don't want to see the one and one-half percent in health services reduced either, or the small percentage in public service jobs such as policemen, firemen, etc. reduced. On the other hand, perhaps I would like to see the percentage of government workers at most levels reduced. No offense to U. S. O. E. or U. S. D. A. any more than other federal agencies!

What I am trying to say is that in a complex society such as ours, small percentages of the total population must provide essential services and goods for all of us. How to protect these minorities so that they can do the most good for all then is our primary concern.

This then brings us back to agriculture, agricultural educators, and the FFA.

Without dwelling on agriculture any further, let's turn to agricultural education, or if you choose, the U. S. O. E. designation, Agribusiness and Natural Resources. New programs here are fact, not conjecture. Specialized programs in various agricultural subjects are available at both the high school and post-high school level. Programs designed to meet special needs also exist, and I predict more of this will come about.

Now to the FFA. It still stands for Future Farmers of America, whether we like it or not. Farmers are producers of agricultural products. True, we have added new programs, contests, or activities in selected areas, at both state and national levels. However, it is still the boys and a "few" girls in blue.

Let me illustrate my point by quoting a number of remarks that I have heard in the last 18 months or so. I'm not judging their validity, simply reporting them.

From a past state FFA officer--now a member of a state legislature. "The FFA was the most meaningful educational experience of my life."

From a teacher of agriculture with over 20 years of experience, "The FFA is vocational agriculture."

From a Director of Occupational Education in an area center school, "The FFA was all right in its time, but we need something else today."

From an inner-city student enrolled in an ornamental horticulture program, "I don't want to be a farmer or member of the FFA. We want to develop our own image."

From a high placed State Official of Occupational Education, "Are FFA members still wearing those stupid blue corduroy jackets?"

And so it goes. Who is right? Are all of them right? What should be done to serve youth enrolled in agricultural programs in a meaningful organization? Can VICA serve the need? Do we need individual youth organizations which reflect the major subject matter areas? We can have, I suppose if we want, individual future farmer, future ranchers, future horticulturalists, future agri-businessmen and so on ad infinitum.

Lest you think, "I come to bury the FFA rather than praise it," let me assure you my background and experience in the FFA were all very favorable. As a high school student in West Virginia in 1937-41, I was enrolled in vo-ag for four years. As Neville Hunsicker can attest, I was a state farmer, a state officer for two years, and an unsuccessful candidate for state FFA president. Even then Neville and I had disagreements! Nor did Neville always praise me, sometimes he chided me, or challenged me to greater goals (in his role as State FFA Executive Secretary). Not withstanding these facts, the FFA was a vehicle for me to grow in leadership and social development, in academic and vocational maturity, and even spiritually. But that was some time ago. Today's students do not want to live in the past. They are interested in the "now" things. Can "FFA" be the "now thing" for students in specialized agricultural programs? Of course, that is the basic reason for this seminar. However, we cannot just assume that it is so--if we want it to be so--we must work to make it so!

Let me try to conclude by pointing out what I think are some of the stumbling blocks to having a nation-wide youth organization of students studying agricultural subjects at the high school level. You may not like or agree with them, but I think they exist.

1. The image of the FFA as farmers and ranchers--production agriculture, if you please.

2. The relative inflexibility of the national organization regarding proposed major changes.

3. The strong tradition and support the FFA has generated over the years with business and industry. Some are afraid we will loose this if we change.

4. Build-in bias that the FFA is the only way to provide meaningful experiences for agricultural students.

According to recent U. S. O. E. figures, about half of the students in agricultural programs throughout the country are preparing for jobs in agricultural production. The FFA is the perfect--well almost perfect--organization to meet their needs. It exists, it is sound, it has support, it has strong tradition. But what about the other students? Can the FFA serve their needs? If the answer is yes, are they willing to have the FFA fulfill this need? The latter question may well be the most significant one.

I attended a local FFA banquet in New York a few years ago in which the official printed program gave credit to the FFA for serving and preparing the food. It was a mistake, of course, since it was served by the FHA. I attempted to soothe the girls' ruffled feathers by saying the FFA--in this case--stood for Fine Food Artists. To me the FFA today means, Faith in the Future of Agriculture, not alone farmers or ranchers, important as they are. Can we get the same point across to today's youth?

The jury is still out. But eventually it will return. What will be the verdict? Keep the FFA--Do away with the FFA--Modify the FFA to meet today's situation, maybe including a name change.

We have a challenge to face. I hope this conference will provide the keys to solving the complex questions regarding youth organizations. Let's keep an open mind and hear all sides of the issue.

Reasonable men should then be able to arrive at reasonable answers.

# TEACHER EDUCATION'S ROLE IN CHANGING FFA

Max Amberson, Head, Agricultural Education
Montana State University

Once Sir Winston Churchill suggested that: "Things do not get better by being left alone. Unless they are adjusted, they explode with a shattering detonation." It seems appropriate that we look critically at FFA and the teacher educator's role in the preparation of FFA advisors. Unfortunately, too many advisors leave the college or university campuses to assume their roles ill equipped. After repeated near failures or failures, they become frustrated, panic, retreat and often even become negative to this integral portion of their teaching assignment.

Fortunately, some teachers for many reasons taste early success. They have the empathy for youth and set predetermined goals and objectives as how to lead boys towards worthy objectives and do, over time, become increasingly successful.

This conference should provide the state leaders with valuable information and ideas on how to succeed in the preparation of better local FFA advisors. Hopefully, facts will provide us with the essential information needed to sense trends in adequate time so that adjustments can be made. These facts should insure the preparation of proficient advisors and even help us improve upon this area.

We, of course, must recognize that we are not training teachers-advisors for the present but for the future. Tollifer in his book "Future Shock" suggested we are training for a transient society - a society which does not value permanence for long but rather we value that which serves immediate needs. We value that which we use and discard.

Former Commissioner of Education, John Gardner, suggested and charged educators especially with the concept of "Self Renewal". In this book he suggested that institutional growth and decay were normal phenomena. The fallacy is that so few people working with institutions recognize that some equilibrium between these phenomena must exist lest decay set in and erode the institutional structure.

Peter Drucken has suggested that the only safe stability is stability in motion.

I am a teacher educator at Montana State University, Bozeman, Montana. Our department operates in a rural state with a population of 700,000 people, a town of 30,000, a college student body of 8,000, a college of agriculture of 950, in a department of 85 students. The department of agricultural education is one of six departments in the college of agriculture. Our departmental objective is to: Prepare a sufficient number of high quality teachers of agriculture who can deal effectively with the teaching learning process and more specifically to prepare youth and adults for employment with the agricultural knowledge, skills, and attitudes essential for entry, advancement, and success on the job.

Before we can begin to prepare youth to become good FFA advisors, it is absolutely essential to get to know each of them as people. Thus we place special emphasis on counselling students. This takes time. Their problems become our problems. Secondly, we integrate facts about FFA into each of the courses which we teach. Of most importance, of course, is that we sponsor an extremely active collegiate chapter of the FFA.

Based on what we know about the learning theory, we believe it essential to inculcate the learning by doing, or vocational philosophy into our teaching program. Thus we believe it essential and a bare minimum for students to share in the following experiences:

1. Nomination and election of officers.
2. Committee activities in the preparation of the local chapter program of activities. (Copies available by writing the Department of Agricultural Education, Montana State University, Bozeman, Montana.)
3. Prepare a budget.
4. Participate in fund raising activities.
5. Perform some service role.
6. Conduct some major activities. Sponsor FFA competitive activities at the district and state levels.
7. Judge FFA competitive events activities.
8. Send delegates to the National FFA Convention.
9. Involve freshmen in the college of agriculture in some collegiate FFA chapter activity.
10. Be a collegiate FFA member in the State and National Organization.
11. Subscribe to the National FFA Magazine.
12. Conduct an active recreational program.

We continue to borrow heavily from the lives of students during their on campus teacher preparation program. We think that it makes them confident, eager and enthusiastic FFA advisors.

THE ROLE OF THE FFA IN AGRICULTURAL EDUCATION FROM THE TEACHER'S POINT OF VIEW

Dennis W. Torrence, Teacher, Appomattox County High School, Virginia

My only justification for being on this panel and participating in this Seminar is that I, like all of you, have a deep personal interest in the FFA. I know what it has done for me as a high school student and as an agricultural teacher.

I'm mainly concerned today with the changing role the FFA must play in Agricultural Education from my position as a teacher.

In our school, Agricultural Education consists of four major areas:

1. Agricultural Mechanics taught in the shop laboratory.
2. Classroom Instruction covering animal science, plant science, etc.
3. Occupational Experience Programs
4. And the most important to our students - Leadership Training Through the FFA.

According to a recent study made in Virginia over 95% of the ag teachers and their principals believe that the FFA is an integral part of the instructional program in agricultural education.

In my teaching, FFA is definitely an integral part of the instructional program. When a student selects an agricultural course as one of his electives, he pays $4.50 fees, which includes FFA fees as well as fees for classroom and shop materials. In my opinion, the membership gap we're all concerned about will never be corrected until we do two things: 1) make FFA relevant to all students and 2) make FFA fees (not dues) a part of ag fees, consequently making leadership training available to all ag students.

I use the FFA in our ag program, first, as a motivational tool. According to the study I mentioned above, 79% of the ag teachers and 86% of the principals indicated that the FFA is a significant factor in influencing students to enroll in the ag program. The FFA activities certainly motivate many students to enroll in agriculture in our schools. You had better believe that the FFA awards, jacket, conventions, work program, contests, parliamentary procedure teams, FFA-FHA Camp, chapter picnics, dances, basketball and softball tournaments, and federation leadership schools play a big part in an eighth grader's selection of ag as one of his electives.

Over 95 percent of the ag teachers and principals in Virginia believe that activities provided through the FFA are enriching the instructional program.

Over 50% of the teachers and principals believe that membership in the FFA is a significant factor in keeping ag students in school once they enroll.

Eighty percent of the ag teachers and principals believe that the FFA awards program stimulates ag students to work and study more diligently toward education in agriculture.

As a motivational tool, as an incentive, the FFA plays a big part in making the ag program interesting and worth while to the student.

I also use the FFA as a leadership laboratory for teaching things so vital to the growth and development of a young man or young woman - social graces, talking before groups, taking part in meetings. Through class officers, chapter meetings, a public speaking contest, and parliamentary procedure contests, every student has an opportunity to practice being a good leader and good followers.

Let me give you an example: I'm working in the second year of a two-year pilot program for disadvantaged youths...50 students and four teachers, all day. These students have all been previous failures, some slow learners, some under-motivated, some just plain discipline problems. In this program, we've found that it's <u>interest</u> or <u>discipline</u>. Last week we had a class on how to participate in a meeting, making nominations and simple motions. The class consisted of a very few notes and a lot of practice in students nominating each other for FFA office and making motions. Video tape equipment was also used so they could see themselves on TV. Using the FFA manual, opening ceremony, election of new officers each day, and buying a new FFA truck, these students, supposedly the weakest in the eighth and ninth grades, have been unbelievable. They were amazed at themselves; they felt good; they succeeded at something. Could this have been taught without the FFA? Maybe. But the FFA has certainly played a major role in our agricultural curriculum as a leadership laboratory.

The third major role of the FFA in the ag curriculum is as the public relations arm of the total ag program. We believe that the continued support we have received from school administrators, the school board, and citizens of the community has come largely from the publicity in newspapers and radio about FFA members and activities. Believe me, having state and national public speaking winners, degree team winners, judging teams, and top chapter awards, doesn't hurt when it comes to making the community believe the local agriculture education department is doing a good job and consequently is necessary in our public schools. And it doesn't hurt student pride and morale to get his picture in the newspaper or his name on radio or TV.

The FFA is our showcase for our entire ag program and largely due to the publicity provided through the FFA the number of ag students has increased, the number of ag class offerings has been able to increase, and the number of ag teachers in our junior and senior high school has increased from four to seven in the past four years.

What is the role of FFA in agriculture education? In my teaching it is and should continue to be a motivational tool, an incentive to get students into the ag program and stay there. It motivates students to study and work harder in ag classes; it's a leadership laboratory where students can practice those things that make a leader, and it's the public relations arm of the ag program.

According to Fred Stines, past Chairman of the National FFA Foundation Sponsoring Committee: "Vocational Agriculture and FFA can and must play an even more significant role in America in guiding young men and women...in motivating them toward successful careers -- in teaching Americanism, patriotism, good citizenship, and free enterprise." And I don't think Mr. Stines was just talking about the same 80% of ag students across the nation, but <u>all</u> ag students.

Gentlemen, there never has been a time when the success of one agricultural program in building the leadership abilities of youth has been more vital. My only question as a teacher is: Are we going to update the FFA this week so that it can play a vital role in ag education for all ag students, black and white, male and female, rural and urban? If any group of men can update the FFA, it is this group.

Gentlemen, let's get on with the job that must be done. Let's make the FFA relevant for ALL students. If the name doesn't fit, let's change it. If the ceremonies don't fit, let's change them. If teachers spend one tenth of their time working with FFA, let's devote an equal amount of teacher education time in our colleges to FFA. And let's get together as state supervisors, teacher educators, teachers and students on what we are going to call ourselves and present a united front for the FFA and ag education.

## ROLE OF FFA IN THE CHANGING PROGRAM OF AGRICULTURAL EDUCATION

Paul Day, Supervisor of Vocational Agriculture, Minnesota

The decreasing percentage of students of agriculture who are members of the FFA should point out the necessity of making the FFA more responsive to the needs of students.

We noted at the Central States Seminar in Chicago last month numerous exceptions to the national trend in State FFA membership reports. This is commendable. However, observation of those states showing a high percentage of FFA membership appear to be in traditional programs, in largely rural states or in production oriented programs.

In our state, as in others, there is a rapid trend away from the traditional six or seven hour daily schedule and the rigidly structured Ag. I, II, III, IV. We have programs which include not only the traditional schedule, but quarter semesters or trimesters with modified versions of flexible modular scheduling cutting across all types. Our instructors for the most part, are satisfied with the modified schedules insofar as subject interest, participation, etc. is concerned. Kids also like it as reflected in increased enrollments. However, there are problems arising with the FFA. It is more difficult to develop the continuing close relationship between student and teacher. It is also more difficult to supervise award applications, committee work, and validation of records and accounts.

Personally, I think we will see a continuation of this type of scheduling. This makes it imperative that the FFA be modified so that students enrolling in less than a traditional program may have an opportunity to utilize the FFA as an integral part of their Agricultural Education classes.

Changes must be made in the framework of FFA to accommodate the cooperative secondary vocational centers which are well underway in Ohio and are growing in numbers and popularity in Minnesota and other states.

All education is changing and while I'm not in favor of all the changes, I think it is mandatory that Agricultural Education and the FFA consider change. Gentlemen, we will not survive with a 1929 model in 1972. We must change the image of FFA and Agricultural Education. We have changed from a farm oriented organization to one serving the industry of agriculture. Unless we make our instructional programs contemporary and the FFA relevant to the programs, we are dead. The FFA should be the vehicle for making the instructional program meaningful and relevant. The FFA should <u>provide</u> a means for students to explore career opportunities. The FFA does and should provide activities which give students an opportunity to achieve recognition and to develop their personal growth. Our contests and awards should provide exploratory experiences in the occupational area of the students' choice. States should be given the flexibility under the national constitution to set standards for degrees, awards, name, rituals, and other aspects of the FFA to meet the needs of students in their respective states. This flexibility should not be an either/or proposition--there can be ample opportunity for members to retain the good parts of the present production based awards program in FFA, while at the same time providing opportunities for personal growth and development to students enrolling in off-farm agribusiness programs. Give us this flexibility--then, as was said earlier--let's motivate students to make changes.

I'm not certain that we in supervisory roles or in teacher education have realized that our methods of instruction in the FFA must change. It seems to me that teacher education has become the whipping boy. This is not strange because until recently they have not been involved on the National FFA Board of Directors. Thanks to the Board we now have teacher educators represented.

When we are teaching students for 9-12 weeks in a specific occupational area the FFA unit must be pared down to a mini-unit. We need help in preparing these modules for the development to the personal growth of our students. Student officers can be used during class time to assist younger members. There is no reason why a course in leadership cannot be scheduled for interested students. We must instill in our teachers the concept that vocational agriculture--FFA are integral components of our program. The utilization of teachers qualified through business or industry experience has not always provided men able to grasp the philosophy of the FFA as we know it.

There is no question that the individual teacher is the most important component in a successful program. Through pre-service and in-service programs teacher educators and state supervisory staffs must take the lead in preparing teachers for their role in using the FFA as a vehicle for making the instructional program meaningful and relevant. We must develop the leadership potential of teachers so that they might in turn motivate their students.

Our FFA awards system must be modified to provide students an opportunity to achieve recognition in less than three or four years. I feel that restrictive quotas which are imposed by some states stifle initiative in too many cases. There are two or three rapidly growing vocational youth groups who are providing an opportunity for student participation and recognition in one or two year programs.

It is my opinion that if the FFA is to remain an integral part of the instructional program, and I feel it should, we must include an opportunity for personal growth, motivation and recognition by members through activities designed to help them achieve their occupational objective. For example, the Chapter Program of Activities can include special projects in the student's occupational interest area. We are competing with other disciplines for students. If we do not increase student numbers, other vocational disciplines will take over our function. Rather than requiring all students of Agriculture to walk in lock step we should devote our talents and expertise in modifying a good program and making it even better.

There is no question in my mind that the FFA does develop a proper attitude in students. The growth of the young men and women with whom we have worked is well documented, but gentlemen, when this is measured in cold, hard dollars we will come out second best in contrast to skill development and employability. And we are not going to attain minimal entry level skills with only a traditional production oriented instructional program.

Jim Dougan says it best: "Vocational Agriculture can exist without the FFA, but FFA cannot and will not exist without the instructional program." Let's unite in our efforts to make the modifications necessary in FFA so that it can continue its role of developing occupational knowledge, skills, attitudes and other personal growth activities for all students.

## ROLE OF THE FFA EXECUTIVE SECRETARY IN MAKING CHANGE

Billy Conner, Executive Secretary, Texas FFA Association

Mr. Gray has asked that I discuss the role of the Executive Secretary. I only know of the duties of such a man in our state. I feel that I have three main duties that apply to this subject. They are: 1) Public Relations; 2) Communication, and 3) Coordination.

Public Relations is one of our most difficult tasks. This involves the establishment and maintaining of our image. We feel that we best do this by involving as many people as possible in planning and carrying out our activities. We feel we have a great image going for us in our state. It is the result, we feel, of involvement. All our instructional curriculum materials that we have developed for both our production and agribusiness programs are the result of involvement of people in the industry who have assisted us.

When planning our state convention, we involve more than forty people who are from our host city to help our planning. Our image has been strengthened greatly since our establishment of off-farm occupational training programs.

Communications is another of our tasks as Executive Secretary. In our magazine, our press releases, at every opportunity we publicize our new, exciting, expanded programs of agribusiness training. We emphasize the changes that have been and are being made in the program of vocational agriculture and the FFA in our state.

Coordination is perhaps my most important task. As you know, we have our state divided into ten geographic areas and an area supervisor operates the entire program in his area. My job is to attempt to coordinate the area activities so that they are all pointing in the same direction and to support them as best I can. Our supervisors operate their own programs, usually each the size of the average state program. They have from 85 to 170 teachers and from 3,500 to 8,000 members. Our supervisors and officers are involved in the planning of all FFA activities.

We realize that the FFA organization will probably undergo a number of changes in the next few years. The organization must be flexible so that it can serve all the states. We must save the many fine traditional values that have made the FFA great and yet make it flexible so that it can fit the needs of all states and all state programs. Let's make change slowly -- being certain that when we turn loose of one proven practice another better tool can be used easily. The work, aims, purposes, awards, degrees and other components must be made relevant to <u>all</u> the members.

We must be careful though that change is brought about by the members. The FFA is a democratic organization--of, by, and for the members. They <u>must</u> make the changes in the organizational structure <u>themselves</u>. It is our duty as leaders to so work with our delegates and state leaders and motivate them to a better understanding of the needs to make our great organization <u>more flexible</u> and <u>more relevant</u> to all the members.

## A MEMBER VIEWS CHANGE

Dennis Sargent, National FFA Secretary

Let's keep the student in mind. The need for change was emphasized by the Nixon trip to China. Young people are not as patient today. They are better educated, more impressionable, aware, and certainly more apprehensive about organizations with which they affiliate.

Before FFA can serve it must be relevant. Students don't just join for the sake of joining something. They look for a constructive purpose. Youth wants something that relates to life activity and Agricultural Education does relate.

Youth also wants something exciting, action packed. It's a stepped up pace in society and we need a stepped up organization. It has become a customary practice of working to create various kinds of social institutions to aid progress and development amid an ever-changing environment.

To keep in step with the times we need an organization that is keeping pace. We must be in step with the times in order to be attractive to prospective new members. This is what leads students to take part in the FFA. Keeping in step is also what will solve our concern for increasing membership.

Many have said today that we've got a good thing for every student. But do we? This question bothers me.

Creation of interest, of course, is basic to the success of any study. We've come a long way in the FFA in recent years to develop programs that appeal to students in a wide variety of programs. The FFA has become a teaching tool that can create and nourish the interest of students.

To take field trips, to participate in contests, to be recognized, to wear the blue and gold jacket, are all examples of ways the FFA successfully creates interest in its members.

In talking with students across the nation, I feel that they believe the FFA is of, by, and for the students. However, this is given by the teacher and relies on the power of youth. Gentlemen, I challenge you to keep the needs of our membership in mind. We need total commitment to insure that the FFA is relevant for today's youth.

## HOW DO WE GET THE JOB DONE?

James Dougan, Ohio Director of
Agricultural Education

Certainly there has never been a time at the local, state, and national level when there has been a greater need for effective and efficient administration of our total program in Agricultural Education including the FFA.

We who are here today are accountable for the administration and management of the FFA program in the states or have a direct influence upon teachers who serve as advisors to the FFA program at the local level. Many of you are to be commended for your forward thrusts to update and expand the FFA program, (which has been outstanding in the past) so that it better meets the needs of all the students enrolled in the instructional programs offered today in Agricultural Education.

However, some of us have resisted change and tend toward the philosophy that "the FFA was good enough for us and our generation; therefore, it is good enough for the young people today." We are willing to continue to promote the idea that the FFA is an integral part of the instructional program while observing bulletin boards in the classrooms and developing curriculum guides which we find many times are void of any evidence of FFA activity. How can the FFA on one hand be voluntary, and yet at the same time be an integral part of the instructional program? Undoubtedly, there are some here today who would continue to support both the voluntary condition and the integral philosophy at the same time. Is it any wonder that today's youth are confused? State policies should be flexible enough to applaud the teacher that has removed the voluntary at local level.

Let us reflect on a few questions that we need to answer if FFA is to remain a viable part of the dynamic Agricultural Industry and specifically an integral part of every Agricultural Education Program. Certainly these questions are not all inclusive, but they do represent some of the concerns of people who are genuinely interested in the continuance of a strong and viable organization which has been so outstanding in the past.

Questions to be answered:

1. Is FFA an integral part of the instructional program in Agricultural Education or is it a voluntary organization?

2. Is the purpose of the FFA organization to serve only farmers and those in the rural areas?

3. If FFA is to be an integral part of the instructional program, should it serve each and every student in the program? If not, why not? If yes, how?

4. If FFA is an integral part of the instructional program, should it be included in instructional objectives, curriculum materials, and daily classroom teaching?

5. Should the aims and purposes of the organization, the constitution, opening and closing ceremonies, degrees, objectives, programs, activities, and awards be broad enough to be an incentive to each student in each instructional program? Should the policies and programs of the FFA be flexible enough to allow for participation, success, and the participation in the award program of each student who is interested in becoming a part of any phase of the agricultural industry?

6. Is it true that students who are able to receive only two years of FFA activity are second class citizens and not in need of incentive awards?

7. Should local and state awards be based on limited numbers and percentages or should each student who is able to achieve a specified minimum level of accomplishment receive the award or degree?

8. Are we willing to strive for FFA programs in which we would, at the state and local level, recommend our own sons and daughters to participate?

Before we attempt to expand on these questions as they relate to our task this week, I would like to make some assumptions.

Let us assume that:

1. The main reason for our existence on the state level is to train and assist local teachers of Vocational Agriculture who understand and accept the responsibility for planning and conducting programs to train individuals for entry into and upgrading in occupations in the agricultural industry and to serve as advisors of the FFA organization. No other person has been given this responsibility.

2. Young people today are different in that they have more alternatives among which to make choices. They are dealing with "the new morality," and the pressure to succeed is tremendous. They want involvement.

3. More teachers will become local FFA advisors who have never been FFA members. Training programs and instructional materials must be prepared to assist these people.

4. The FFA organization can be changed on the state and local level to meet the needs of all youth in instructional programs designed to serve an expanding agricultural industry without starting over with a new organization or splitting the one we have.

5. We will be held accountable for about $50,000 we are expending in this conference this week. Our mission is to design an FFA organization at the state and local levels that is relevant, and flexible, and that will permit the participation of <u>all students</u> in a manner that is meaningful and worthwhile in their minds and lives.

6. Present state FFA constitutions, goals, objectives, awards programs, should not be a factor if detrimental in planning FFA programs and activities for the student enrolled in our instructional programs. If it is best for the student, do not say it cannot be accomplished because of some state or national policy or standard.

We have said for a number of years that the FFA develops Leadership - Cooperation - Citizenship - but it has been done on the basis of winning an award with no measurement on how well the student could perform. For example, I have had the opportunity to review all of the American Farmer applications in the Central Region for the past three years, and I discovered that the average net worth ranged between $23,000 and $30,000, according to the application. The FFA member made this degree the day he was born. It was not on his own performance. What chance does a student have to compete who must start at 16 years of age at 75% of the minimum wage?

Oh yes, we on the state and national level feel good - great achievement because we made our quota - but what about the 99-9/10% that did not achieve? We can honestly say that we are developing leadership, cooperation, and citizenship - for a selected few.

Let me say again, our present FFA structure has served its purpose well in the past. But as we look to the future, it must be 100% involvement and participation on the part of every student. Developing leadership, cooperation, and citizenship is as sound today as ever. In fact, more so, but we must make sure that every student can participate and will perform to a certain level. It is our responsibility as state leaders to design FFA programs and activities so that all students in our instructional programs will be involved and that their FFA activities <u>are</u> an integral part of the instructional program.

The FFA needs a new thrust, a new image. We can salvage the good from the past and accomplish this new FFA by developing performance objectives in which every student has the opportunity to perform in relation to his ability. We have heard such terms as performance objectives, performance goals, performance standards, and behavioral objectives, but we have not done much about relating them to the FFA.

To me they mean expected outcomes which can be attained and measured. Our teachers have developed performance objectives in their classroom teaching as it relates to the subject being taught and it can also be done in the programs and activities in the FFA if these activities are an integral part of the instructional program.

Employers constantly tell us that desirable personnel characteristics are very important to the success of an individual today. Again, accountability for leadership, cooperation, and citizenship, can be developed by identifying performance objectives that can be attained and measured. Parliamentary procedure is a good example. While we know the level of performance of those six who won the parliamentary procedure contest, how about the other students in the program?

I cannot help but think that when a student, his parents, school administration and community learns that every student does participate and can perform at a certain level, that there will be no question about the FFA being a part of a local program of Agricultural Education; that voluntary will be stricken from local chapter constitutions, and all students will be members of the local FFA chapter.

If we agree that FFA's major contribution to the student is in personal development, and that desirable personal characteristics are essential for successful advancement in employment, then one of our major tasks at the Seminar is to -----

Identify those performance objectives or standards in which every student in every instructional program should participate and the expected outcomes stated in terms of achievement which can be measured in such a manner that every student can determine his progress. Each of the performance objectives should meet the following criteria:

1. Specific identity of the activities in which each student will be participating.

2. The condition under which the activities will be performed.

3. Determining the minimum level of performance that will be acceptable in meeting the performance objectives.

Why do we need an FFA organization for students to accomplish the performance objectives we identify? The organization provides a means that is practical, realistic, and meaningful to the student in achieving or accomplishing goals through planned programs and activities of the organization. It should not become an organization for the purpose of paying dues, raising money, or winning contests. The real purpose should be a means for the participation and involvement of every student.

The BOAC program, and national chapter contest, are good examples of group performance. The local FFA chapter must provide for group or team participating experiences which are essential in accomplishing some performance objectives.

When the student becomes employable and is on the job, there will be, as we well know, certain performances that will be of an individual nature, while others will be part of a group or team effort.

As I stated earlier, state and national FFA awards programs just do not turn many of our students on today. For some students enrolled in some of our instructional programs, there just are not any incentive awards for them. 2% - 1/10 of 1% - the odds are not very great - particularly when they must wait - 3-4-5 years - an incentive awards program at the local level is a must.

Performance objectives must be identified which will provide participation by the student soon after he decides to become enrolled in one of our instructional programs. I would hope to see some day in our classrooms, a plaque, citation, or banner that was placed there because that local chapter had provided programs and activities in which every student did participate, and had been able to perform at a certain predetermined level of accomplishment.

When the students see there is a program in which they will be able to participate and achieve a certain level of performance in leadership and citizenship, and that these programs and activities contribute to their total well-being, then they will be able to tell everyone what the FFA is, what it has done for them, and what it can do for others. <u>They</u> will be asking, "Why can't I become an FFA member."

After we have identified the performance objectives, then we will need to determine the participation and degree of attainment or success a student will be expected to perform if he is a member for one, two, three, four, or more years in the FFA organization. I think we have another very important task at this Seminar, and that is to develop a plan in which every John, Mary, and Bill will receive the benefits that we have been discussing. This will mean we need to develop a plan for training prospective Vo-Ag teachers and provide for the in-service training of our present teachers. The other members of our state staffs will need to be oriented to the performance objectives concept. This we must be accountable for and we must also be accountable to assisting the teachers of Vocational Agriculture in their role.

It is not an easy task we have before us, but I have confidence that you people here will make a great contribution not only to the FFA, but to our total instructional program as well. It is the dawn of a new day for FFA.

I am very enthusiastic about the progress that you people made who served on the Ad Hoc Committee on performance objectives for the FFA. There is no question but what we are moving in the right direction.

You identified some excellent performance activities to get every student involved. However, it will take leadership commitment, vision, interest, enthusiasm, and salesmanship on the part of all of us.

I think we have that new thrust in developing performance objectives for the FFA, and the FFA will be a part of the instructional program. A teacher can speak with pride when he reviews his instructional programs with the school administration, parents, students, and community, and it includes performance objectives for the FFA.

It is our responsibility to see that the teacher understands and can develop performance objectives so that every student will be involved and can perform at a predetermined level. This type of laboratory participation will provide students in our agricultural program experiences that their parents cannot buy for them even though they might be the most wealthy parents in the world.

If we on the state level can implement and direct this concept so that the local chapter through the efforts of the local teacher provide the type and kind of involvement we have been talking about then the FFA will be keeping pace with our instructional program, students will want to belong and the investment that someone has made in our time and expenses for being here, have been a small price for giving birth to a new FFA that can and will serve all students.

We will never get agreement on the national level until we get more people at the state level involved - those that are held accountable for the total Agricultural Education and FFA program within their respective states.

## DEVELOPING AND USING PERFORMANCE OBJECTIVES

Bob R. Stewart, Associate Professor
University of Missouri - Columbia

This phase of the seminar is devoted (1) to exploring ways in which performance objectives or standards can be used to better define the role of the FFA in the instructional program of agricultural education, (2) to suggesting teaching-learning activities related to objectives and (3) to considering ways of providing recognition for the obtainment of objectives. Needless to say we are facing a challenging but a very important task. The fact that we come from almost every state in the United States and bring with us to this conference a variety of experiences will make our product more valuable, though at times it may make our task more difficult.

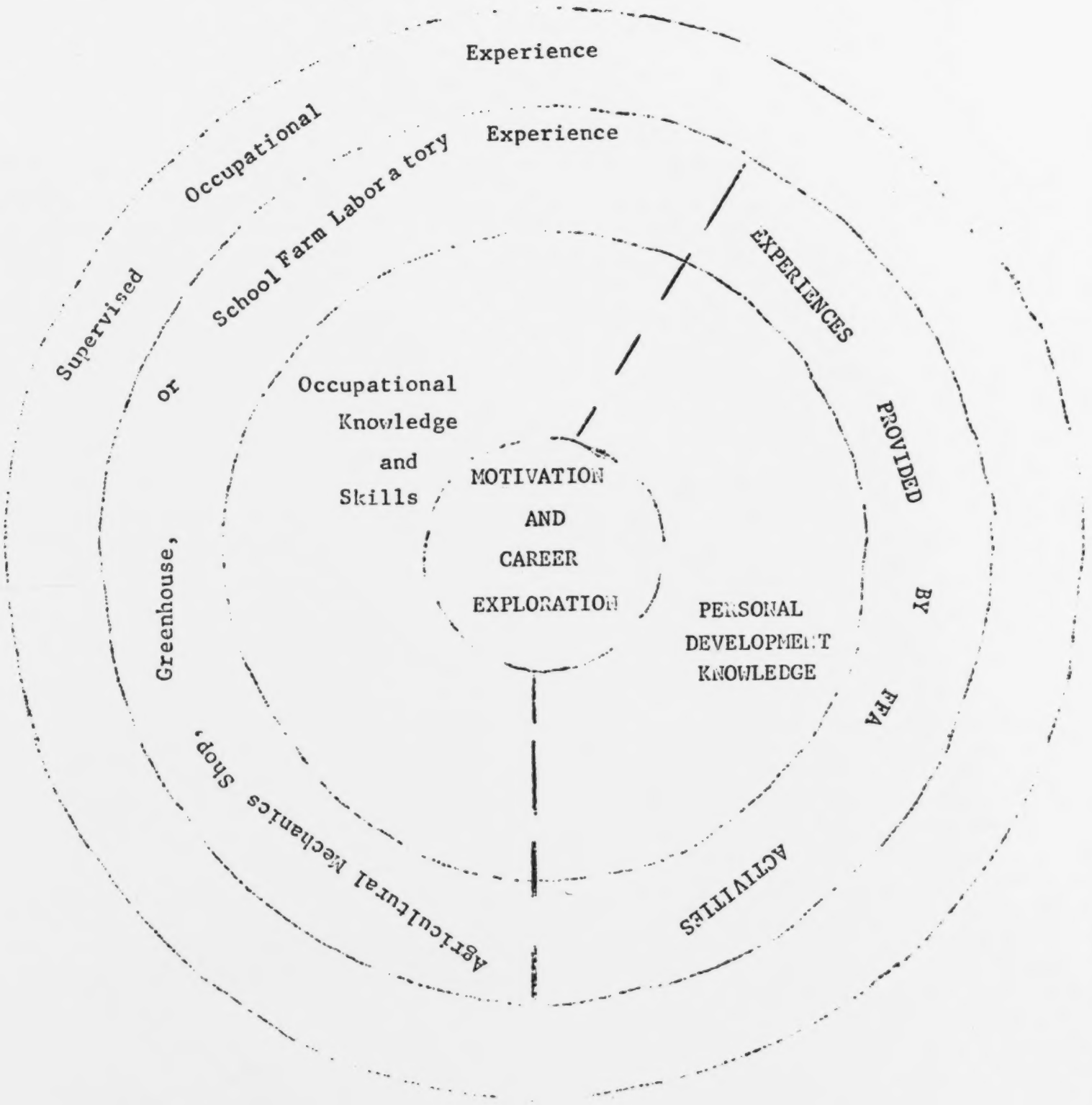
It is my task to review briefly the background work of two committees which made inputs into the seminar and to expand upon a general orientation to developing and using performance objectives. It was the feeling of these committees that we first recognize and stress that the FFA is an integral part of the total instructional program in agricultural education. Also, it was noted that any outcomes of the seminar must be formulated so that they are relevant and useful to the local teacher of agriculture. Therefore, as we approach the task of preparing performance objectives for the FFA, let us reflect on the implications of what we do in terms of the application it has to the local instructional program.

The assumption has been made that it is desirable and possible to identify and describe in performance terms objectives or standards which communicate specific behavioral outcomes related to the FFA. The focus is to be on student behaviors which are related to activities in the FFA which grow out of and which are complementary to the instructional program in agricultural education. The National Board of Directors requested that the FFA Program Planning Branch undertake the definition of performance objectives for the FFA several months ago. This directive has resulted in our being brought together here today.

It was also assumed that there can be a relationship between the FFA degree and the award programs, and the performance objectives developed to reflect competencies gained from instructionally related FFA activities.

The diagram on the next page is presented to aid in placing in perspective the instructional phases of the program in agricultural education. It is used to call attention to the area of Personal Development for which FFA activities serve as the laboratory to practice and refine what has been learned. It must also be recognized that the FFA can serve to motivate and to recognize student achievement in this as well as in the other segments of the instructional program.

VOCATIONAL EDUCATION IN AGRICULTURE




RECOGNITION OF STUDENT
AND PROGRAM ACHIEVEMENT

## Overview of Using Performance Standards in the FFA

As the two groups which made inputs into the planning of this seminar met, a number of activities and outcomes for performance objectives were discussed. It seemed to me that the discussions could be summarized in a listing of steps which are related to instructional planning. The listing is as follows:

1. Determine the point of reference from which the performance or competencies desired will be derived and identify the performances or tasks performed.
2. Develop specific performance objectives or characteristics.
3. Develop teaching-learning activities designed to aid the students in meeting the specified objectives.
4. Implement the teaching-learning activities.
5. Evaluate outcomes in terms of student performance as specified in the objectives and provide recognition for achievement.

## Developing Performance Objectives

The group which developed the original list of performance tasks used as the point of reference competencies of personal development which were related to functioning as a contributing member to society as an adult. After these tasks were determined, the next step was to begin the development of performance objectives.

It is important to recognize at this point that several different terms and approaches have been used in the literature which relate to stating objectives or standards in terms which imply action or performance. Such terms as performance objectives, performance characteristics, performance goals, performance standards, and behavioral objectives have been used to identify these efforts. The term performance objective is used in this paper.

It must also recognize that not all educators are supportive of efforts to specify expected student outcomes in terms of performances. It has been stated that this results in mechanistic instruction and forces us to deal with trivial behaviors rather than the more complex tasks of learning. Others would say that we open ourselves to criticism from the public when we state exactly what we are trying to teach. I personally feel as does Popham [1] as he analyzed criticisms of behavioral objectives. He stated:

> "The trouble with criticisms of precise objectives isn't that they are completely without foundation. As conceded earlier, there are probably elements of truth in all of them. Yet, when we are attempting to promote the widescale adoption of precision in the classroom, there is the danger that many

> instructors will use the comments and objections of these few critics as an excuse from thinking clearly about their goals. Any risks we run by moving to behavioral goals are miniscule in contrast with our current state of confusion regarding instructional intentions. The objections against behaviorally stated goals are not strong enough. To secure a dramatic increase in instructional effectiveness we must abandon our customary practices of goal-stating and turn to a framework of precision."

It is our challenge to use the tools available to us as educators to define with more precision the benefits to be derived from participation in the activities of the FFA. I believe that it is important that specific performances be identified in terms that communicate to students, teachers, administrators, and the public precisely what participation in FFA activities can do for a student.

With this need in mind, it becomes our task to examine the merits of one approach which might be used to improve student learning. It is important to view performance objectives as tools for instruction and not as ends in themselves. Certainly they have implications for the development of teaching-learning activities and for evaluation. In fact, if they are not used in developing these activities, they will be of little use in education. As was stated in the Agricultural Education Magazine[2] performance objectives should first focus upon student learning. They should be stated in terms of a student product or behavior so that they communicate to the student expected outcomes which are to be attained and measured. Second, performance objectives can be used to facilitate the improvement of instruction. In fact, there should be a direct relationship between the performance specified in the objectives and teaching-learning activities planned to aid the student in gaining the specified competencies. Third, performance objectives provide a base mark for the purpose of evaluation. It becomes the task of evaluation to determine if the performance or competency specified in the objective has been accomplished. And in the case of the FFA, we can then move to the recognition program. Degree and award requirements can then be formulated in terms of the expected completion of designated performances.

When reviewing the literature for criteria in writing performance objectives, the basic reference invariably is Mager's work. Added help in classifying objectives as to learning taxonomies is provided by the work of Bloom, Krathwohl, and Simpson. In agricultural education Love, Hemp, Drake, Clark, and others have been active in applying the work of the above to our area of work.

At this point, let's examine the criteria for writing objectives as outlined by Mager.[3] They are:

1. ...specify the kind of behavior which will be acceptable as evidence that the learner has achieved the objective.

2. ...define the desired behavior by describing the important conditions under which the behavior will be expected to occur.

3. ...specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

These criteria require that specific information be supplied about what the learner will be able to do, under what conditions he will perform the task, and at what level he is to perform to be judged competent at the task. Such statements are easier to write if they are started with a verb that describes a definite, observable behavior.

In our experience in using Mager's criteria at Missouri, we have found the biggest problem to be that of determining how specific to be in applying the criteria. If applied very specifically, the result can be many very long and detailed objectives. In the listing of "Performance Characteristics" you will be given today, you will note that the criteria were applied many times in a general way. The initial group prepared these as a working document and part of the task today is to examine and to refine the characteristics in more precise terms.

There are also questions raised related to specifying program or course objectives vs. instructional objectives in specific performance terms. Ammerman [4] in his work with the Army classified objectives into three categories: general, terminal, and enabling. He stated:

> "It is possible to state student performance objectives at any one of these three levels. Those at the first level we may call 'general objectives.' At the second level we assign the label of 'terminal objectives.' And 'enabling objectives' are at the third level. Thus, terminal objectives are associated with meaningful units of performance. Having value in and of themselves, terminal objectives establish the criterion performance that is to be attained through instruction. Enabling objectives, on the other hand, each consist of one component action, knowledge, or skill the student must learn if he is to attain the terminal objectives."

The sixty-four dollar question then becomes, at what level do we apply Mager's criteria? I am suggesting that today we apply the criteria at the enabling or instructional objective level. As stated earlier, the reference point for determining performances was the task to be performed by an adult in today's society, which is consistent with the definition of a terminal objective. The terminal objective relates to the "Task to be Performed" and the enabling objective relates to "Performance Characteristics" as labeled in the paper developed for your consideration today.

Let's look at an example objective which might be suggested for the FFA.

> "To teach students to appreciate the need for attending committee meetings."

When we examine this objective it is evident that "to teach" focuses attention on the teacher and not the student. Second, we recognize that the word "appreciate" can mean different things to different people. It would be difficult to determine when the objective has been accomplished because the conditions and the criteria for performance are not specified. Here is the objective stated in another way.

> "When assigned to a committee, the student will attend all meetings called by the chairman."

This objective satisfies all three of Mager's criteria. It notes (1) that the student is to attend meetings, (2) when assigned to a committee, and (3) that he must attend all meetings called by the chairman.

The above objective could be classified as an enabling objective which will contribute to the attainment of a terminal behavior or task. The task to be performed would be "to serve as a committee member." There would be other enabling objectives needed to aid the student in meeting the terminal objective.

## Classifying Objectives by Types of Performance

Another type of examination we might submit our objectives to is that of types and levels of performance. It is at this point that we consider the taxonomies reported by Bloom[5], Krathwohl[6], and Simpson[7]. The first order classifications are listed below.

| Cognitive (Bloom) | Affective (Krathwohl) | Psychomotor (Simpson) |
|---|---|---|
| 1. Knowledge | 1. Receiving | 1. Perception |
| 2. Comprehension | 2. Responding | 2. Set |
| 3. Application | 3. Valuing | 3. Guided Response |
| 4. Analysis | 4. Organization | 4. Mechanism |
| 5. Synthesis | 5. Characterization by Value | 5. Complex Overt Response |
| 6. Evaluation | | |

The Taxonomy of Educational Objectives, Cognitive Domain was the first of the three to be completed. It deals with the area of measurement most often used by educators. The cognitive taxonomy can be used as a guide for classifying in a hierarchal system the types and levels of behavior desired. As we consider objectives for the FFA, we are concerned with "knowledge." However, the tasks identified imply that we must take the student beyond the "knowledge" level to "application" or "analysis" or "synthesis."

The affective taxonomy represents an effort to develop a hierarchy for dealing with interests, attitudes, feelings, etc. This taxonomy also has application as we consider objectives for the FFA. Characteristics related to citizenship and leadership require "valuing" and "organization."

There are also occasions to refer to the psychomotor domain in classifying motor activities. However, there is less occasion to use this taxonomy when working with performance objectives for the FFA.

Let's refer to our revised FFA objective and examine the level of learning specified. We note that the student goes beyond knowing. He must comprehend the need to attend. He must also apply his learning in the form of attending the meetings. The student will be taken to the level of application in the cognitive domain if he meets the performance specified. The objective also relates to the responding level of the affective domain which should also be considered. While the objective also implies that a motor activity is involved, I do not feel that this is a major consideration in classifying the objective.

It is not unusual for an objective to contain elements of all three taxonomy domains. Usually they can be classified with the domain which is most stressed in the objective. However, this form of classification should serve only as a guide or another tool in the examination of objectives. The value comes from determining if a group of objectives reflects activities from the three domains and as a check on the level of learning specified within the domains.

## SUMMARY

Performance objectives should focus on student learning and be stated in terms that communicate expected student outcomes. In addition, performance objectives provide a basis for planning meaningful learning activities for the students. If performance objectives are to have an influence on the educational program, the development of objectives, learning activities, and evaluation must be inter-related with the learning and evaluation activities growing out of and supporting the objectives.

The task before us today is (1) to refine the performance objectives presented for your consideration, (2) utilize these objectives in suggesting appropriate teaching-learning activities, and (3) to relate performance objectives to FFA degree and award program performance requirements.

## References

1 Popham, W. James. "Probing the Validity of Arguments Against Behavioral Objectives," a Symposium Presentation at the Annual American Educational Research Association Meeting, Chicago, Illinois, February 7-10, 1968, p. 23.

2 Richardson, William and Bob R. Stewart. "Using Performance Objectives in Instructional Materials," The Agricultural Education Magazine, Volume 44, Number 3, September, 1971, p. 77.

3 Mager, Robert F. Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1962.

4 Ammerman, Harry L. "Some Important Ways in Which Performance Objectives Can Vary," Deriving, Specifying, and Using Instructional Objectives, Alexandria, Virginia: Hummro, The George Washington University, 1966, p.6.

5 Bloom, Benjamin S., et al. Taxonomy of Educational Objectives: Cognitive Domain, New York: David McKay Company, Inc., 1966.

6 Krathwohl, David R., et al. Taxonomy of Educational Objectives: Affective Domain, New York: David McKay Company, Inc., 1967.

7 Simpson, Elizabeth J. "Classification of Educational Objectives: Psychomotor Domain," Illinois Teacher of Home Economics, Volume X, Number 4, Winter 1966-67.

## THE FFA AS A DEVELOPMENTAL TOOL IN STUDENT PERSONAL GROWTH

H. E. Ridenour, Supervisor, Agricultural Education,
State Department of Education, Columbus, Ohio

It is both an honor and a privilege to be included in the FFA Update Movement. My major staff responsibility in Ohio is as a curriculum specialist and in the development of instructional materials. I hope that this background will enable me to make some contribution to the FFA update movement.

While I am not presently working closely with the FFA, I feel that I am not a novice concerning the organization. My first FFA encounter was as a greenhand when the organization was only four years old. I also own one of the original blue jackets which was designed as part of a band uniform for wearing at the national convention.

I have had the enjoyable experience of advising five different local chapters over a period of 20 years.

The task given to me for this morning is to share with you some of my thoughts concerning how the FFA may be used as a tool for personal development. My frame of reference will be that of a curriculum materials specialist.

The FFA has, over the years, proven to be one of the best instructional tools available. In agricultural education, we strongly believe that students learn that which they put into practice. The FFA serves as a vehicle that may be used in providing students an opportunity to practice those qualities of leadership which they should possess, to borrow a phrase from the opening ceremony. We can work with our students in planning rich experiences that are true to life and meaningful to them.

VISUAL 1. MEANINGFUL FFA EXPERIENCES

What do we mean by such experiences? Opportunity to use our senses. Let us do things that are meaningful and worthwhile.
Let us test and try.
Provide for feedback - How well am I doing.

The FFA will stimulate interest and bring about desirable behavioral changes if the students can enjoy vivid, memorable experiences where they:

| | |
|---|---|
| See | Make |
| Hear | Do |
| Touch | Test |
| Taste | and |
| Plan | Try |

ideas and information with real life meaning.

To insure the meaningfulness of the experiences, we must have a concept of the teaching-learning process and of the kind of persons we would like to have our students become. We must also plan for such experiences if they are to take place.

A statement by J. C. Atherton in the March, 1972 issue of the Agricultural Education Magazine supports the idea that items of personal development should be included in the curriculum, is as follows:

VISUAL 2. PLANNING FOR LEADERSHIP

"It is incumbent upon the instructor to project a curriculum which will enhance the development of business leadership. To accomplish this some attention must be given to the end product desired." Such curriculum items will provide for teaching and learning to take place.

VISUAL 3.

Bender says that:
Teaching is the direct guidance of learning to desired ends.

Learning is the process by which one, through his own activity, becomes changed in behavior.

From this we can see that teaching in itself does not bring about change. It is the activities the teacher makes possible for the student.

FFA AS PART OF CURRICULUM

We properly say that the FFA is an integral part of the curriculum. However, when we examine curriculum guides and the curriculum plans of teachers, we find that this may not be entirely true. Sometimes we find that FFA activities have been attached to the curriculum with little or no relationship to other items. The expected outcomes may also be vague.

The changes we would like to bring about in our students will only take place if we plan for the appropriate learning experiences in our curriculum. Students will have little opportunity to develop desirable personal characteristics if such things are left to chance.

In the next few minutes I would like for us to consider a few important parts of curriculum development as they relate to making the FFA an integral part of the curriculum.

NATURE OF THE STUDENT

In curriculum development one of our first considerations is of the nature of the student and how learning takes place.

VISUAL 4. WHAT IS LEARNING

a. The student comes to us with certain characteristics such as knowledge, abilities, values, skills, needs, beliefs, tensions, and experience.

b. The characteristics have been shaped by the student's psychological, social, and physical environment. Some educators call this ENTERING BEHAVIOR.

Many of us can recall the days when most of our vo-ag students came out of a very similar mold. They were raised on farms and had similar values regardless of the part of the country they came from. This is similar to our own background of experience.

Now we have urban, suburban, and rural residents as well as our familiar farm students. In addition to our traditional production agriculture program, we have seven other program areas in which our students have an interest. Each of our program areas has a distinctive curriculum.

We need to ask ourselves if the FFA has kept pace with the rapid development of the other segments of our program. Does our program fit entering behavior patterns of all our new students? Have we planned programs for each area or just modified our traditional program.

c. It is human nature to have established goals and a motivating force toward achieving these goals. We may feel that some of our students who appear listless or are troublemakers have no goals or no motivating force. This is not true. His goals are so different from ours and of the program he is in, that we fail to recognize what his motivating forces may be.

   We as educators have an obligation to assist our students in establishing goals that will be meaningful in their lives. Determining the desired behavior to be achieved at the end of the program (TERMINAL BEHAVIOR.)

There will be many barriers to learning which will come from the student, the learning situation, and even the educators.

The difference between where the student now is and where he would like to be represents the problem area within which we can work.

d. Our part as educators is to provide the student with rich and meaningful educational experiences that will enable him, through practice, to achieve his goals.

Before I create the impression that we are dealing with a generation of monsters, let us consider how young people do feel about the older generation. How do their attitudes differ from our basic values and beliefs. A recent Harris Poll of young people between the ages of 15 and 21 shows that the majority of our youth tend to accept the traditions of the past.

VISUAL 5. YOUNG ARE TRADITIONAL IN VALUES

| VALUES | % AGREE |
|---|---|
| Accept and agree with parents values and ideals | 73% |
| Hard work leads to success and wealth | 61% |
| This kind of success is worth working for | 66% |

There is evidence to indicate that our youth are interested in improving our quality of life and the environment in which we live. This requires cooperation with people working together for a common goal. The FFA needs a well balanced program to meet the needs of all students.

Our awards program, in many cases, places high emphasis on material standards of excellence and encourages a highly competitive spirit. While this is good it may often be at the expense of humanitarianism.

If the standards we set for receiving awards and the requirements we establish for degree eligibility are not in keeping with the majority of our students background experiences and capabilities, our awards and degree programs will not serve as a motivating force.

Students who are unable to meet what they consider unrealistic standards will not be motivated by the competition we hoped to generate through our awards program.

When a student fails to meet the standards of excellence that have been established, a discrepancy exists between what the student believes to be acceptable and what others believe to be acceptable.

What happens to this young person concerning his feelings of competency and self worth?

Does he drop out feeling humiliated and defeated or feeling angry and hostile?

Does he remain with the group with an "I don't care" attitude or become an unsatisfied troublemaker?

Does he recognize his incompatability with the group and not join in the first place? They are turned off.

We serve many different types of students and should not try to put them in one mold.

- Extroverts: outgoing - competitive - salesmen
- Introverts: self-centered - compete with self and standards of excellence - mental and physical capacity - background of experience - Engineer.

VISUAL 6. De Cecco points out:

"Students who enjoy challenge and risk may profit from the very same classroom conditions which make achievement difficult for students who are anxious and have low levels of expectancy." To a great extent our awards and degree programs are designed for extroverts.

VISUAL 7. De Cecco further points out the responsibility of the school to all groups and that there is a place for competition.

"The function of the school is to teach everyone who enters at the level of his entering behavior."

"Students of lower capability should not be subjected to competition which always leads to failure and humiliation."

This does not mean that groups of students of similar capabilities, whatever their level of entering behavior, should not have the occasional satisfaction of triumphing over their rivals."

We must be careful that our program does not, because of its nature, discourage many potential members.

VISUAL 8. Dale says:

To disclose respect for the dignity and the importance of every student -

We would avoid using schools to sort out people, to pick the winner.

The News Letter

Let us now consider another element of curriculum building.

WHAT WILL BE EXPECTED OF THE STUDENT IN LIFE?

An equally important element of curriculum development is the determination of what will be expected of the student in life after completing school.

In vocational education we are charged with the responsibility of preparing people for entering employment. If we are to adequately fulfill this obligation we must know what is required for successful performance on the job and in life.

The industrial psychologist, Blum, recommends that we determine the needs of the individual by conducting a job analysis and describes it as follows:

VISUAL 9. JOB ANALYSIS

A job analysis is an accurate study of the various components of a job. It is concerned with the duties and conditions of work (JOB ASPECTS) and the individual qualifications of the worker. (MAN ASPECTS).

Blum, Industrial Psychology and Its Social Foundation, p. 321.

This definition divides job analysis into two parts.

Job Aspects considers what the job requires - the technical requirements.

Man Aspects considers the individual requirements, the personal characteristics.

The FFA, as a part of our vo-ag curriculum, should be able to assist our students in meeting the personal qualifications for their jobs.

For the convenience of this Seminar, the personal development characteristics have been divided into the following areas.

VISUAL 10. AREAS OF STUDENT PERSONAL GROWTH

1. Leadership
2. Communications
3. Citizenship and Service
4. Social Adjustment
5. Management of Personal Resources
6. Human Relations

A partial list of personal characteristics was developed by an Ad Hoc committee here last January. Each of the above areas was partially developed and will require much refinement before being ready for use. We probably should seek the assistance of psychologists or sociologists.

The approach taken in developing the various areas is illustrated by the visual.

VISUAL 11.

| Area or Activity | Task to be Performed | Performance Characteristics |
|---|---|---|
| Social Adjustment | 1. To take part in the introduction of one person to another or to groups. | 1. To introduce yourself to another person.<br>2. To introduce a senior to a junior.<br>3. To introduce a person of higher position to another person.<br>4. To introduce a lady to a gentleman.<br>5. To introduce a person or speaker to a group. |

A study conducted by Halterman at The Ohio State University supports our position in attempting to develop desirable personal traits in our students. His study indicated that most of the employers of technicians believed school programs should assist in developing character and personal attributes.

The traits the employers responded to are as follows:

VISUAL 12. TRAITS OF CHARACTER

Ability to get along with others
Ability to take and follow directions
Interest in the firm and in the job
Willingness to go the extra mile
Consideration for others
Initiative
Dependability
Integrity
Leadership
Ambition

J. J. Halterman, Determination of Educational Needs of Agricultural Engineering Technicians in Ohio

These are all items that can be included in our areas of personal growth.

The importance of this segment of our curriculum is emphasized by statements of many personnel directors and others in charge of employees to the effect that the main reason people are discharged from their jobs is due to the lack of ability to get along with people.

The Harvard study which includes a period of some ten years time, indicates that 66½% of persons losing their jobs do so because of poor personality traits. The remaining 33½% are displaced due to lack of technical ability.

VISUAL 13. WHY DO PEOPLE FAIL ON THE JOB

| | |
|---|---|
| POOR PERSONALITY | 66½% |
| LACK TECHNICAL ABILITY | 33½% |

If all of our students are to achieve the high objectives of the FFA organization, we must consider the needs of each student as we develop our curriculum. This calls for a rigorous and continuing study of curriculum content.

VISUAL 14. Dale says:

"Courses of study will increasingly be based on analyses of desirable behavioral outcomes - the information, attitudes, and skills needed for successful performance. Once we know the behavioral outcomes desired, we can then experiment with developing the experiences required to produce the planned outcome."

The News Letter, May, 1967.

The development of educational experiences is a next step and is beyond the scope of this conference. It is my belief that, after the identification of the traits we should develop, student study units similar to "Membership - The Pathway to Leadership" by L. H. Newcomb, should be developed in all areas. This is the only way that such material will be incorporated into the curriculum of the majority of our teachers.

Every student coming into the FFA should know exactly what the FFA has to offer in the way of personal development. He should know just what qualities of life the FFA will provide him an opportunity to develop. We have this responsibility and should be held accountable. As we go about developing behavioral objectives, we should keep in mind that students learn what they practice.

VISUAL 15.

IN DETERMINING OBJECTIVES FOCUS ON

Student Learning Experiences
Not on Teacher Activity.

As we move into our workshops, I challenge you to take the next steps required for implementing the inclusion of personal development activities in the agricultural education curriculum. We must keep in mind that we are dealing with a broader range of students in agricultural education. We must further identify the competencies we can develop in students through FFA work.

It is my belief that broadening the scope of the FFA would greatly expand the appeal of the organization. We now have outstanding means of recognizing excellence in production. Our work in identifying personal development competencies will allow us to greatly strengthen our total program.

TUESDAY, MARCH 7, 1972
EVENING SESSION
CHAIRMAN: JULIAN CARTER
STATE SUPERVISOR, VERMONT

Two chartered buses left the 4-H Center shortly after 4:30 p.m. An interesting "stay-on-the-bus" tour took participants through downtown Washington enroute to the National FFA Center. At the Center workshop participants enjoyed dining with several guests including Dr. Robert Worthington, Associate Commissioner for Adult, Vocational and Technical Education. After dinner, tours were conducted of the facilities by FFA staff members.

The formal part of the evening's activities was presented in the downstairs meeting room with National FFA Vice President, Phil Johnson, serving as Chairman.

Dr. Worthington was introduced. In a short speech he said:

1. This was his first visit to the Center.
2. Paid tribute to James Dougan.
3. Was impressed with high caliber of the National Officers.
4. Was pleased that FFA is championing career education
   a. Concept launched about one year ago
   b. Will eliminate general education
   c. Commissioner Marland has requested more money for career education
5. Inner city youth should be involved in vocational agriculture and FFA.
6. Need to find ways to make FFA valuable to all members.
7. Assist in career education by:
   a. Helping elementary teachers
   b. Help with career development at post-secondary and adult level.
8. Two films will be made available to each state on career education which features President Nixon and Commissioner Marland.
9. Without vocational education there would be no career education.
10. Youth organizations -- an important part of vocational education.

Neville Hunsicker was presented and acted as moderator in presenting an overview of the operations of the National FFA Organization.

Members of the Board of Directors were introduced.

A chart was distributed showing the administrative set-up of the National FFA Organization. Staff members spoke as follows:

E. J. Hawkins - Fiscal and Administrative
1. Carries out policies of Board of Directors.
2. Centralized accounting which started last July (takes time to implement).
3. Finances and budget are primary jobs of this division.

Wilson Carnes - Publications
1. Publishes The National FUTURE FARMER six times each year.
2. Magazine provides a service for all members.
3. Magazine helps to strengthen aim and purposes of the FFA.
4. Provides a public relations function.
5. Calendar published as a public relations tool.

6. Development of FFA Week materials is also a service of the magazine.
7. Center operates a small print shop.
8. Publication reviews.
9. Publishes a newsletter - "Between Issues" - which is sent to all teachers.

E. J. Hawkins (for H. J. Andrews) - Supply Service

1. Twenty-fifth anniversary of Supply Service.
2. 80,000 jackets sold annually.
3. Annual sales just under two million dollars.
4. Service to FFA members is the only reason the Supply Service exists.
5. New items are being developed.

Mr. Hunsicker spoke of the misuse of the emblem. In the future every emblem will have an "R" on it to signify that the FFA emblem is a Registered Trademark.

Wm. Paul Gray - Program Development, Operation, Coordination

1. Now on full time working with FFA.
2. FFA integral part of vocational agriculture.
3. Program planning, development very important.
4. Awards, public relations, and leadership training provide services to states and members.

Jay Benham - Alumni Association

1. May 12, Chicago, first meeting of the National FFA Alumni Association (O'Hare Inn) will be held. Alumni Council will be elected at that meeting.
2. Having trouble spreading the word as there are no records available of names and addresses for former FFA members.

Mr. Elmer Johnson, Mr. John Gamble, and Mr. Charles Postles were introduced to the group.

The meeting was adjourned at 9:20 p.m.

## THE NEW FFA - RELEVANT, FLEXIBLE AND DESIGNED TO SERVE ALL STUDENTS AND ALL INSTRUCTIONAL PROGRAMS

J. L. Branch, State Supervisor, Agricultural Education, Georgia

I. It is a privilege to have the opportunity to serve as a member of the National FFA Board of Directors and to report this morning some of our problems and some of the things we are working on to make the title of this talk become a reality.

A. The FFA has always been considered and still is an integral part of the instructional program in agricultural education. This gives agricultural education the plus beyond purely skill development.

B. Business people with whom I talk indicate they want young people to work with them who are good citizens, have the right attitude, respect for the dignity of work, etc. -- FFA can help to develop these qualities and attitudes.

II. Functions of the National Board of Directors -- implications of Public Law 740

A. Organization

B. FFA chartered by National Congress -- Public Law 740

C. Functions and purposes of the Board of Directors

D. Responsibility for bringing about change

E. Problems with reference to change--certain powers of the Board--certain authority granted to membership through Constitution and By-laws.

F. By law and historically, we are pre-empted from doing certain things

III. It is the feeling of the Board of Directors that under the 1968 amendments, the instructional program in agribusiness and natural resources education has been broadened and through the exploratory and pre-vocational curricula younger students are now taking vocational agriculture. This affords us many opportunities. I believe it is the desire of the Board to make FFA relevant and to serve all students in all curricula at all age levels in agribusiness and natural resources education. This, indeed, presents problems.

A. New instructional programs
   1. Farming and Ranching
   2. Forestry
   3. Agricultural Products
   4. Natural Resources
   5. Agricultural Mechanics
   6. Agriculture Sales and Service
   7. Horticulture

B. Discuss Career Education and the implications for Agricultural Education -- present transparencies

C. Discuss exploratory and pre-vocational

D. Discuss needs of different age groups -- 6 and 7th grades on through 12th grade

E. Disadvantaged and handicapped students

F. Different ethnic and socio-economic groups

G. Give as an example how FFA can serve Carver High School in Atlanta with ornamental horticulture program versus FFA at Tift County High School with two agriculture teachers and one Young Farmer teacher with production agriculture getting the main emphasis

H. Need for different activities for junior and senior high members

I. Different educational patterns

1. Semester system
2. Quarter system
3. Modules, etc.
4. Community high schools, area vocational high schools and comprehensive high schools
5. Small rural high schools and metropolitan high schools
6. Competition with other vocational youth clubs
7. Two-hour blocks of time--cluster, etc.

IV. Some Things the Board Proposes

A. Some interpretation of working or statement of policy may be made by the Board.
B. The National Constitution should serve as a broad guideline for the operation of the organization.
C. Many decisions should be made at the state and local levels -- Chapter Farmer Degree or FFA Degree -- percentage of membership for State Farmer Degree, etc.
D. Flexibility -- American Farmer Degree both in production agriculture and agribusiness--monetary requirements or hours of work requirements.
E. Change of name, rituals, degrees, ceremonies, etc.
F. FFA may start at 6th or 7th grade level.
G. Collegiate chapters.
H. Go over briefly some of the changes as proposed by the Board of Directors -- these are being placed in your hands.

V. Discuss How Board and All of You can Bring About Desired Changes

A. Some interpretations and policy statements may be made by Board of Directors.

B. In most instances, the Board will attempt to furnish leadership with reference to changes -- these to be placed in constitutional amendment form -- to be voted on by the delegates representing the membership.

C. If delegates who primarily come from production agriculture are to have the appreciation for needed change, there is a great responsibility on you and I to give them proper orientation in sufficient time.

D. During this Seminar, it is hoped that we can come to some understanding and appreciation of the job that needs to be done and how it can be done.

E. The Update meetings planned for August and September should provide an opportunity to further accomplish this.

F. So far, change has come about in FFA rather slowly -- admittance of girls, more equal representation, etc. -- still do not have one man-one vote.

G. Again, we must remember that certain federal laws preclude certain things which we do in FFA--the Civil Rights Act, for example.

VI. I feel that the National FFA Board of Directors has responsibility to furnish leadership in bringing about effective change. I think you are cognizant, however, that legally and historically, there are many things which the Board cannot do if we are to continue to bring about change through a democratic process as embodied in our National Constitution and Bylaws. We, as FFA leaders throughout this nation, have a great responsibility in doing a thorough job of orientation to the students and FFA members with whom we work. The National Board and National Officers are anxious to furnish leadership. This is a job for all of you. I hope, indeed, we can come to talk about the new FFA - relevant, flexible and designed to serve all students and all instructional programs.

## BUILD A BETTER BERRIEN

Jerry Baldree, President of the Berrien FFA Chapter
Nashville, Georgia

Building our American Communities is the responsibility of every American. We are glad the Farmers Home Administration and Lilly Endowment, Inc., of Indianapolis, Indiana, have sponsored such a program, so that we FFA members may have an organized method to do our part in "Building Our American Communities."

The year 1970-71 can be remembered as the year all of our chapter members became involved in America's future, involved in Berrien County's future, involved in making our South Georgia community a better and safer place in which to live. It made us a happier people. Let me tell you about it.

We called our program "Build a Better Berrien." The activity area chosen to emphasize was beautification and safety. To kick off the project, we had an assembly program. At this time an award was offered to the school club making the greatest contribution to community service.

This created interest but we realized that to be really successful the adults in our community were needed. In rural America, we still love and respect our elders. A meeting of community leaders was called by the FFA leadership. Civic Club presidents, mayors, City Council representatives, and County Commissioners were invited.

Fourteen groups were represented at this meeting plus the news media. We presented our program to build a better Berrien. Plans were made and goals were set. "Build a Better Berrien with FFA" was adopted as our slogan.

The month of February was designated by the FFA Chapter as "Build a Better Berrien" month. During this month every participating group completed at least one project.

A Beautification Day was proclaimed by the FFA and endorsed by the city and county government and 14 other organizations. On this day, public facilities and equipment were made available for cleaning and beautifying the community. The response was tremendous. All of the seven schools in our county were eager and willing to cooperate in this project. It became the "in thing" to do, as young people say.

Local news media provided full cooperation. To support the program a special edition of our local paper was published. Local advertisers promoted the "Build a Better Berrien" in their ads. Our radio station provided time for ten 10-minute programs and our slogan "Build a Better Berrien with FFA" was blasted over the air more than 100 times.

As a result of our efforts, 14 adult and 8 youth organizations became actively involved in making our county a better place to live. Together we removed more than 100 dilapidated buildings. The distribution of 1,000 litter bags and 1,000 pieces of safety literature to motorists, impressed tourists, as well as our own citizens. More than 300 land owners signed statements of cooperation. Selling concrete mailbox posts and painting mailboxes in our county has added much to the beautification of Berrien. Distributing over 400 slow-moving verhicle signs to farmers has helped eliminate the hazards of tractors on our roads. Mowing more than 30 vacant lots and hazardous areas gave our very

young more and safer places to play. Removing many truck loads of trash and rubbish let people everywhere know we care. The County Commission provided land-fill garbage dumps in rural areas upon request by farmers.

When individuals saw what a united effort could do, merchants and private citizens sometimes assisted by FFA beautified their own private grounds. Our school campuses and church grounds were given special attention.

More than 1,000 individuals actively participated in making Berrien County a cleaner and safer place to live. Build a Better Berrien provided the FFA members a chance to prove to adults that we do care, that we will cooperate, and that we can succeed. We enjoyed the project. We had fun working together. It has brought more unity within our chapter, it moved our club closer to other clubs, it gave young and old a chance to work together -- and we are both better because of it.

Our chapter is proud to have been selected as National winner. But we are just as proud to experience success in our activities. This project has developed within young people of Berrien County a great sense of pride. It taught us that things don't just happen. We have to make them happen with work.

Gentlemen, the job is not finished - far from it. It is only begun. More of the young people would like to remain in rural America; remain in Berrien County to work and enjoy the same economic privileges enjoyed by our city brothers. But we must have jobs. We in rural America desire to make a living instead of having to live on what we made.

Berrien County has educated us, has trained us to be concerned, has given us the best it has to offer. Rural America has long subsidized urban America with its educated young people. We have no desire to migrate to the urban areas of this nation to add to their crowded problems, to be lost in the smog of Atlanta, to be packed in the apartments of large cities. We want you, the leaders of our great nation, to lead in providing jobs, to lead in the economic development of rural America. Help us gain opportunity and we will make our own security.

We are eager to help. Berrien FFA members are beginning another phase of Build a Better Berrien. Emphasis is being placed on surveying, developing, and promoting community resources. With the leadership of our Advisors, we will study our community in terms of surveying resources that are available; the underdeveloped resources will be identified. Potential uses of these will be learned. And, I hope, methods of developing these resources will become a reality.

A study of local and county government is part of the plan. This will give FFA members a chance to learn how our government is organized and how it functions. We want to know its strengths and weaknesses. Then and only then can we effectively participate.

Young people of our community need to know career opportunities available to them at home. We think many young people leave before they know what local opportunities exist. To eliminate this problem FFA members are organizing a career at home night for high school students. We will ask for cooperation from the Chamber of Commerce in conducting a tour of agri-businesses and also in setting up a resource center on local opportunities. Those things we lack we will try to bring in and those things we have we will utilize fully. To acquire qualifications needed for these jobs means job training. We need your help.

Our primary objective will be to determine the needs of our community. As president of the Berrien FFA, I know the boys cannot do this alone, but with the help of our Advisors and other adults we will again succeed.

## BUILDING A BETTER RURAL AMERICA

James Smith, Administrator, Farmers Home Administration

The prospects for building rural America so our young people can enjoy the benefits of rural life have never been better. We have reached a point in time when government has finally become aware that allotment of federal funds to rural areas for development has been sorely lagging. I'm pleased to tell you that our loan program at the Farmers Home Administration has doubled from $1.3 billion last year to $2.8 billion this year. We are working now toward a $3.2 billion loan program to achieve rural development where conventional financing cannot be attained.

One aspect of this loan program that is of particular interest to me is the Youth Loan program which is built into the Rural Development Act. This part of the bill was recently passed in the House without a single dissenting vote. Under the provisions of this part of the Rural Development Act the FHA will be able to make loans to youth under 21 years of age where the parents qualify for FHA loans and are willing to co-sign the note. The idea is to help young people get started in farming or small businesses so that they will have a vested interest in their community. In this way we hope to stem the rising out-migration of youth from our communities.

One of the greatest things the FHA has done in recent years has been to team up with the FFA in the Building Our American Communities program. This has been an excellent opportunity to educate students in the processes of community development through a work/study approach. It also promises to make students aware of the benefits of their home community so that they will consider careers near home. To date I'm proud to say that the FFA has probably done more than any other group across the nation to get people concerned and involved in community development.

For rural development to be successful there is one main ingredient that is absolutely essential. That is jobs. It is seldom possible to have a strong rural economy when it depends solely on an agricultural tax base. A re-ordering of priorities is necessary if we are going to have jobs for all who would like to live in rural America.

The vocational agriculture and FFA programs are important to rural development because they have proven that they can produce capable trained leaders. It matters little where FFA members go to work after they have graduated, the important thing is that the lessons they learned in vocational agriculture will be of value to them no matter what their occupation. There was never a time when organizations of any kind had greater need for capable leadership than today.

There is one thought I'd like to leave with you as I close and that is commitment. We must be fully committed to our task of rural development. The talent and resources are available within our organizations. Often they lay unused because no one has commitment. Rural development is worthy of your commitment as is the BOAC program and the FFA. I urge you to maintain a positive attitude and to pass this attitude to others. In this way we can build a strong rural America and a better life for all people.

## RURAL DEVELOPMENT

Congressman John Kyl, Iowa

Summary of remarks by John Kyl

"Building Our American Communities" is a great new program offering an opportunity to involve youth in challenging problems. It is educational, it is beneficial to the community and it provides a great opportunity to build the image of vocational agriculture and the FFA.

We must keep in mind that BOAC must be a genuine coordinated educational program. We must not get into a "busy work" or "make work" program. Community action activities that are carried out must concentrate on getting people to do things for themselves rather than on always asking government to do things for the community. Also, we must realize that projects are not an end in themselves. The community can be successful only if we continue beyond the completion of a single project.

There are several sources of assistance for rural communities. Statistics and other basic information is available through congressmen and other government services. The non-government sector is also vitally concerned about community development.

Begin rural development projects by evaluating the community. What are its major strengths? What does the community have that the community down the road doesn't have? What are the weaknesses? In making the community attractive to outsiders remember that the best way to attract new people to a community is to make it a good community for those who are already there. Try to avoid community jealousies which can often be a hindrance to progress.

Another pitfall is what I call the "home town boy syndrome". There are countless examples of small communities that have gone outside the community to bring in businesses when they had talented people right in the community who were willing and able to set up prosperous businesses.

The Rural Development Act is one of the most promising pieces of legislation for improvement of rural communities. Some things to expect in this act are:

--Market value appraisal of farm property in place of normal value appraisal
--Raise $100 million limit on Agricultural Credit (ACIF) to $500 million
--Make insured loans in connection with soil conservation service projects
--Consolidate emergency and ACIF revolving funds
--Convert farm operating loans from an appropriated funding to an insured loan basis
--Remove $4 million ceiling on rural community water and waste disposal loans
--Convert farm operating loans from an appropriated funding to an insured loan basis
--Amend watershed flood protection acts to provide cost sharing for water quality management and to authorize agreements for cost sharing to 10 years within watershed projects for land treatment measures.
--Amend the Bankhead/Jones Act to authorize cost sharing for water quality management within the RC&D area.

The problem with education today is that we have made jobs as teachers apart from the community instead of being part of the community. Because of this, people don't know what is going on in our schools. We need to inform people of what is happening in the schools if we are going to eliminate this negative attitude. BOAC is a positive approach to involving students in activities that make sound educational programs visible to the public.

In closing, I'd like to say that if those who criticize education could attend the National FFA Convention and see these young men conduct their meeting, I think there would be many people who would have a new and positive attitude toward the value of vocational agriculture education and the FFA.

## BOAC PANEL AND DISCUSSION

Coleman Harris, Moderator
(Summary of remarks by panel members)

Melvin E. Johnson, Teacher, Nashville, Georgia

The Building Our American Communities program is the best thing that ever happened to Berrien County and Berrien High School. It has helped unify our students and adults and has brought a new sense of pride to our community.

The BOAC program provides a tie between vocational agriculture and the community. We must recognize the need for a balanced economy between agriculture and industry. This program is the logical approach to show students the interrelationship. It is highly related to the vocational agriculture instruction program.

Some of the benefits of the BOAC program in the Berrien community are:

1. BOAC familiarizes students with the characteristics of a good community. It shows them how agriculture relates to other community businesses.

2. BOAC enables students to evaluate their community and see how it can be improved.

3. BOAC constructively involves youth in community activities.

4. BOAC brings youth and adults together and helps them understand each other.

5. BOAC gives balanced program of giving and receiving between the community and its service organizations.

The BOAC program has been tremendously successful in Berrien County. The only limiting factor today is a shortage of community leaders to carry through our plans.

C. O. Loreen, Teacher Educator, Washington State University

BOAC merits serious attention from all persons involved in teacher education. There are, however, several things which are needed to assure that teachers and teacher educators can take advantage of this program. Here are some:

--Develop references, manuals and curriculum guides on community development.
--Discuss this program at conferences.
--Give background on related legislation and assistance that can be expected from the FHA.
--Give reports on successful BOAC projects.
--Announce awards.
--Prepare FFA Executive Secretaries and State officers to act as resource people.
--Give teacher education classes practical exercises which require them to implement a BOAC program by means of a written report.
--Devote time to BOAC in teacher conferences.

--Include discussion of BOAC in district meetings.
--Develop special short courses on implementation of BOAC program.
--Hold one week extension short courses on rural development.
--Encourage graduate work related to BOAC.

If we are really serious about FFA and vocational agriculture activities in community development we must:

1. Explore means of reducing the load of agriculture teachers.
2. Provide opportunities for teachers to see and hear the benefits of BOAC.
3. Hold district conferences of vocational agriculture instructors and FHA personnel.
4. Expose state FFA conventions to BOAC programs.
5. Work with state and federal agencies.
6. Incorporate educational programs in BOAC into our teaching materials.

C. L. Keels, Executive Secretary, North Carolina

The BOAC concept and process, as I like to refer to it, fits our vocational agriculture and FFA program. It fits because of our close ties to natural resources and environmental quality--things we have always emphasized in vocational agriculture and FFA activities.

In order to be successful in the BOAC program we must get others involved. BOAC can be only part of the total effort. We will need the help of other community organizations and government agencies if it is to be a successful part of the total effort.

In North Carolina we have found BOAC activities to be a valuable addition to the classroom instruction program. It makes good community leaders and we think it ties closely to new careers in community planning and environmental quality.

We first got involved in the BOAC program in August 1970 when we introduced the program at our teachers conference. Since then we have discussed BOAC at teachers in-service meetings, the 1971 State FFA Convention, and at other meetings around the state. We purchased extra copies of the BOAC film and used it in all of our schools. Now we're taking steps to fit BOAC more closely into the instruction program being used by our teachers.

Some things we've found to be necessary in implementing BOAC are:

--State people must be well informed.
--Put BOAC into the teaching curriculum.
--Get material into the hands of state and chapter officers.

GROUP A COMMUNITY DEVELOPMENT IN AGRICULTURAL EDUCATION

Presentation by Dallas K. Ferry, Farmers Home Administration

There is nothing so powerful as an idea whose time has arrived. Rural development -- rural revitalization--rural-urban balance -- or call it what you will, is that kind of an idea.

The importance of rural development was recognized in the Agricultural Act of 1970. Congress stated that, "rural-urban balance is so essential to the peace, prosperity, and welfare of all our citizens that the highest priority must be given to the revitalization and development of rural areas. In this Act, Congress and the President committed the nation to a sound balance between rural and urban America."

A perusal of the sub-committee hearings in both the Senate and the House indicates great bi-partisan support for the idea, although there undoubtedly will be differences as to how it is to be accomplished. Senator Herman Talmadge of Georgia, Chairman of the Senate Agricultural and Forestry Committee said, when he appointed the sub-committee on Rural Development, "we have talked enough about rural development, now we are going to do something about it."

Congressman Poage of Texas, Chairman of the House Agriculture Committee, when opening hearings on rural development last year said, "I have been on the committee for a good many years -- in fact, since 1936 -- I have been privileged to be its chairman for the last four years, I recall hundreds of hearings on a multitude of subjects, but none I can recall have been more vital to our Nation than the hearing we are beginning today."

To illustrate the extent of the committee hearings, I've brought copies of the hearing record. There are thousands of pages; from across the Nation, individuals, mayors, governors, congressmen, senators, administration officials and businessmen have testified to the need for: revitalizing rural communities and the "distribution of opportunity."

The past and future of Agricultural Education and the FFA are entwined in these reports. I recommend them highly as background information for administrators and teacher educators who are in a position to determine the direction Agricultural Education and the FFA will take in the future.

Other proposed legislation of equal significance is the Bill to establish National Land Use Policy. You will be deeply involved in this, if and when it becomes law.

It is impossible to know exactly the kind of legislation that will evolve from these hearings. However, it is safe to assume that there will be new laws designed to revitalize rural America. Agricultural Education and the FFA will be affected.

A diversity of problems, created by powerful forces, are gathering momentum in the United States, and the world, which will require unprecedented solutions and action. They triggered this belated awakening of the Congress and the people.

The kind of community, country and world in which we will live and that which our children and their children will inherit depends in part on plans for action which result from this seminar. I'm confident you will appraise the challenges and meet them with positive action.

One of the purposes of this seminar is to help you decide the direction for the future. As W. C. Fields used to say: "We must take the bull by the tail and look the situation right in the face."

There are many external forces you must consider in making your decisions. Many national leaders contend that the nation is on a collision course with disaster, if present trends are not altered.

Experts tell us our large cities, where 70 percent of the population is centered on 2 percent of the land, have become economically inefficient, socially unacceptable, and impossible to manage.

The problems of urban life and rural life in America today are bound together so tightly that the plight of the cities has part of its root causes in rural areas.

In rural America there are more underemployed and more unemployed than in urban areas. While less than one third of the population resides in the country, approximately 47 percent of the nation's poverty is located there. The lack of opportunity in the countryside has caused the educated, the skilled and the unskilled to migrate to the city in search of opportunity. Today, many of them are not finding it there either. In the process, rural America has subsidized urban areas with its educated youth and lost its greatest resource, young leaders, and the energy they could have applied to provide the opportunities needed there, if the tools to do it had been available.

The tremendous migration of people from rural areas to metropolitan America in the last several decades is the crux of the nation's domestic problems. The shift has caused a substantial loss of financial and manpower resources in rural communities, while the increased population in metropolitan areas has caused congestion, social unrest and fragmentation of public policies.

Rural America is also the most developed part of the most developed nation in the world. There are about 2,800,000 farms in the United States and they are the best in the world. American agriculture is the envy of every nation, but we still lack the means to share our abundance with all those in need. Agriculture Education and the FFA has been a great force in making the American agribusiness plant what it is today.

But today, there is another challenge. Call it rural development or revitalization, the goal boils down to one thing -- we must achieve a proper rural-urban balance of population to ensure the vitality and economic well-being of our total society, because the pressure is going to continue to build.

The world population will double to nearly 8 billion by the year 2000. Then another billion will be added in only five years, and each succeeding billion will come in less and less time.

In this country where one individual consumes as many resources as 50 in underdeveloped countries, the projections are still 300 million people by the year 2000 when today's high school freshmen will be 39 years of age, twenty years later there will be about 375 million.

Looking the situation right in the face, we find that there are 21 million young people, according to census reports, under 21 years of age in cities under 2,500, the open country and on farms.

The estimated needs for new farm replacements between now and the year 2000 is between 150 and 300 thousand.

Congress and others are concerned about manpower training programs that train people for non-existent jobs.

The paramount need is for distribution of job opportunity in rural areas to provide the jobs needed by young people who want to remain there.

To turn rural America around is going to require that everyone be on the team, going in the same direction, all at the same time. This includes educators and organizations like the FFA, 4-H Clubs, the Boy Scouts, Future Homemakers, Key Clubs and others.

Mr. Edgar Wolfe, Director of Rural Relationships of the Boy Scouts of America has suggested that the "Build Our American Communities" program should be a national one in which all youth organizations can participate. He suggests that it be integrated into the scouting program from Cubs through Explorers.

In a number of states, the Future Homemakers are expressing an interest in the BOAC program; we expect to hear more about their activities soon. The State Director of the Farmers Home Administration in West Virginia, a Kiwanian, is contacting Key Clubs to interest them in BOAC. The National Rural Electrification Cooperative Association through their Rural Development and Membership Services Division is getting behind the BOAC program.

The FFA was chosen to be the first implementing organization because you know how to apply "learning to do and doing to learn" principles. One of the greatest needs in rural America is "know how" to plan, develop and carry out the kind of activities building opportunity in rural America requires. It means developing the entrepreneurs, managers, specialists, technicians and leaders needed. These leaders must understand the problem, know what needs to be done, and be able to compete in the legislative halls for rural America's share of the national income, other than farm program money.

What is it these leaders have to do in rural areas? Develop things that attract people, including:

-- jobs that are within easy commuting distance,
-- adequate community facilities, such as schools, water and sewage, health facilities, transportation, energy sources and cultural opportunities, and
-- desire on part of the community to grow.

Where these factors are present, rural towns can develop into new, revitalized communities.

It is not going to just happen; someone must make it happen. The need is for people who know how to make it happen. It means direction at the university level in teacher training. It means new direction in supervision. It means in-service training and new teacher training in rural development.

The Congress is moving ahead; what new legislation will be developed we are not sure of at the moment, but judging from the intensity of the statements made in these hearing reports, there will be legislation and changes. Undoubtedly changes will be made in the Department of Agriculture. Secretary Butz says, "I want to keep these young people out in the country instead of having them migrate to the crowded ghettos -- where they are ill-prepared for that kind of life. I think it is one of the great tragedies of the last 20 years that we've let this migration take place."

We have some experts here this afternoon to help us; no one knows the answer to the problems that have been posed.

We have provided a copy of "A New Life for the Country", the Report of the President's Task Force on Rural Development for each of you. It, too, marks a beginning in our efforts to come to grips with the future.

Here is a copy of "A Good Life for More People" the new 1971 USDA Year Book. This is a good reference on community development and we have integrated both of these books into the new "Ideas for Action" which Coleman Harris will tell you about this evening.

You are being challenged by the President, the Congress and other national leaders to become a part of the team to find the solutions. That I'm sure you will do. When you return home talk it over with your colleagues on the University staff. You and they have an important role in re-ordering the Nation's priorities. There are fundamentals in rural development just as in agronomy, animal husbandry, or chemistry.

The FFA and Agricultural Education can play just as great a role in the comprehensive development of rural areas as they have in developing the present day agricultural plant. But the fundamentals of rural development must be included as part of the course of study to make your efforts successful.

## FFA ALUMNI ASSOCIATION

Gus Douglass
FFA Alumni Council Chairman

Our nation today is faced with many problems both inside and outside the circle of government. In recent years decisions have been made that, in my opinion, have created many of the problems we now have in rural America. Many good programs have been torn apart at the seams, often because of the pressure of personal gain.

Education is an area where pressure to change is particularly great. This means major challenges for you. There are many who would like to see the whole concept of vocational education and especially vocational agriculture education changed from the concept we know today.

The reason I say these things is that I am building a case for an organization and idea close to my heart. It is an idea we can rally around to bring together former members of this great FFA organization. I'm speaking of the FFA Alumni Association. It is not a new idea, not an idea entered into hastily. Indeed, many years of thought have gone into the development of the Alumni Association.

Recently, we had a challenge in rural West Virginia. Unfortunately, we didn't have an organization like FFA Alumni to rally around. We lost.

The FFA Alumni Association is an organization that we in vocational agriculture and FFA can rally around. It is an organization that can complement state and national FFA efforts. The FFA Alumni has great potential to help meet challenges and strengthen the FFA.

The FFA Alumni can help make changes and update the FFA. There is a need to update, modernize, and expand the FFA but let us not change the basic concepts.

I hope you will note May 12 on your calendar. The first meeting of the FFA Alumni Association will be held in Chicago on that date. We will set goals, present objectives and recognize charter members at that time.

Many questions have been asked about the use of alumni dues. This money, from the outset, has been allocated for use in scholarships, and to aid FFA members and state FFA programs. We have absolutely no desire or any plan to build a memorial to any person anywhere.

National dues are not great--$4.00 per year or $100 for lifetime membership. I urge all of you to join now and be a charter member -- a privilege you will no longer be able to enjoy after May 12.

## SURVEY OF OPINION ON CONSTITUTIONAL AMENDMENTS

On Wednesday evening the following questionnaire was distributed to all seminar participants. Thursday morning participants met in small groups to discuss constitutional amendments proposed by members of the National FFA Board of Directors at their January, 1972, meeting. (See January, 1972, Board of Directors Minutes Appendix E.)

ARTICLE I SECTION A

1. Should the name be FFA or Future Farmers of America in sentence one?

2. Should we leave out sentence two (Members are here-in-after referred to as "Future Farmers of America")

ARTICLE II SECTION C

3. Should we retain post secondary Collegiate FFA Chapters in two year institutions?

4. Should Collegiate FFA members pay National FFA dues?

ARTICLE V SECTION B

5. Should the first degree be called GREENHAND?

ARTICLE V SECTION C

6. Should we retain No. 7 (Have applied for an agricultural proficiency award on local level.)

ARTICLE VI

7. Should the degree be called the AMERICAN DEGREE?

8. Should there be a quota for the American Farmer Degree?

9. Should a provision be made to allow for an equal number of farm and non-farm students to receive the AMERICAN FARMER DEGREE?

The following is a summary of voting by discussion groups. In reviewing this summary one should keep in mind that this was a "straw vote" to get some feeling what seminar participants want to see happen. In many cases the discussion groups chose to reword statements in the constitution rather than give a yes or no answer to the question. Also, in some cases the discussion group did not give a total count of the vote. We have done our best to summarize the rather sketchy results of tally sheets turned in by committee chairmen but unfortunately, these were difficult questions to answer with a simple yes or no.

ARTICLE I SECTION A

1. Should the name be FFA or Future Farmers of America in sentence one?

| | |
|---|---|
| FFA | -- 14 yes; 4 no |
| Future Farmers of America | -- 22 yes |
| FFA or Future Farmers of America | -- 19 yes; 4 no |

One committee suggested the following:
Article I Section A be changed to read:

"The name of the youth organization shall be FFA--the membership to be comprised of the Future Farmers of America and those students preparing for and advancing in careers in agribusiness and natural resources occupations."

2. Should we leave out sentence two (Members are here-in-after referred to as "Future Farmers of America")

45 yes;
1 no

ARTICLE II SECTION C

3. Should we retain post secondary Collegiate FFA Chapters in two year institutions?

34 yes;
17 no

The following suggestions were made:

- Strike out the word collegiate, and rewrite "Provide for post secondary FFA Chapters but not on the same level as chapters in teacher training institutions."

- This section to be rewritten to reflect the separate functions of the post high school program of FFA and the specific role of the collegiate FFA Chapter.

- Retain paragraphs 1-5 of Article II Section C of 1972 Manual.

4. Should Collegiate FFA members pay National FFA dues?

28 yes;
31 no

ARTICLE V SECTION B

5. Should the first degree be called GREENHAND?

28 yes;
31 no

ARTICLE V SECTION C

6. Should we retain No. 7 (Have applied for an agricultural proficiency award on local level.)

16 yes;
51 no

One committee suggested the following statement:

- Should have made progress for the obtainment of an agricultural proficiency award.

ARTICLE VI

7. Should the degree be called the AMERICAN DEGREE?

16 yes;
50 no

Some suggestions on this change are as follows:

- Two degrees -- American Farmer Degree and American Agribusinessman Degree
- National FFA Degree
- American FFA Degree
- Two National Association Degrees -- American Farmer Degree and American FFA Degree

There seemed to be the most agreement on American FFA Degree.

8. Should there be a quota for the American Farmer Degree?

27 yes;
23 no

One group recommended raising the minimum standards. Then all students get the degree if they earn it. Would select those to go to the national convention on a quota basis.

9. Should a provision be made to allow for an equal number of farm and non-farm students to receive the AMERICAN FARMER DEGREE?

9 yes;
44 no

One group suggested that the American FFA Degree application be revised to equalize opportunity for off-farm applicants.

## SEMINAR RECOMMENDATIONS

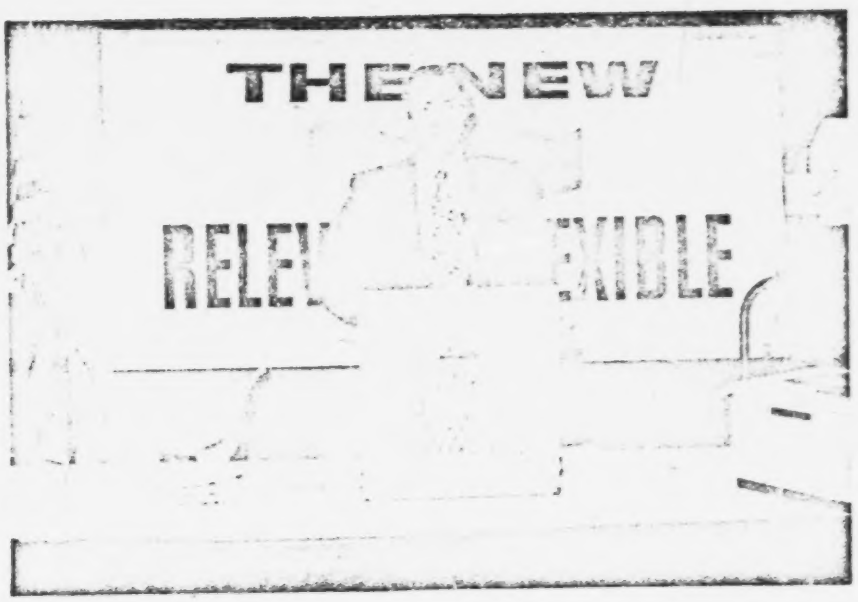
1. That there be a follow up of the development of performance characteristics into documents that can be distributed to each local teacher at the state Update workshops.

2. That there be a national effort to develop instructional materials for students to use in the instructional program. These materials to be based on the performance characteristics developed at the seminar. That the effort be coordinated by an advisory committee composed of teachers, supervisors, teacher educators, U.S.O.E. and National FFA representatives, and that this be considered a high priority need in planning.

3. That brief documents be developed for use in relating the FFA to each taxonomy of instruction in agriculture. The document to suggest approaches and activities that teachers might use.

4. That there be an ad hoc committee of seminar participants (one from each of the six committees which dealt with the constitution) to meet and prepare recommendations for revision of the National FFA Constitution. Their recommendations should reflect the general consensus of opinion of the state representatives in attendance at the March 6-9 seminar. This suggested revision to be presented to the Board of Directors in July 1972.

5. The committee on revision of FFA Ceremonies and Rituals felt that these revisions deserve additional time. They therefore requested that they be brought together again for three full days of work during the month of May to complete the preliminary work assigned to them at the March 6-9 Seminar.



## CHAPTER II

## Workshop Reports "Implementing the New FFA"

## COMMITTEE #1

Integrating FFA Into The Instructional Program in Horticulture (Urban)
(Report Approved 94, Opposed 2)

Larry Rathbun, Chairman
Members: Paul Hemp, Glenn Lewis, James T. Horner, Martin Mitchell, Harold Matteson, Donald Cook, H.E. Ridenour, Donald McCreight, James Shaeffer, Charles Lebo.

Realizing that this is not a complete list, we recommend that the following activities be practiced as they relate to urban students:

1. Provide flexibility in use of FFA programs and materials (allow to change each to fit local needs);

2. Provide revised symbols and ceremonies to fit Ornamental Horticulture - urban students;

3. Provide for sub-groups - or special interest clubs - within local chapters;

4. Prepare new teachers by giving instruction on competencies and attitudes regarding the FFA;

5. Renew the emphasis on the new image of "Agriculture" - everyone in agricultural education needs to do this;

6. State plans need to emphasize the importance of youth groups, and the youth groups should be included in local school evaluation criteria;

7. Need more equitable judging of National Proficiency Awards by increasing the size of the regional level review committees. These committees should include representatives from agribusiness and representatives of the various USOE classifications of Agricultural Instructional Programs;

8. FFA identification of specialized classes should be by the placement of a badge alongside of the regular emblem representing the area of interest, i.e., Tractor, Flowers, Trees, Livestock;

9. Awards and Incentives
   a) Utilize sports and recreation as recruitment and interest stimulators;
   b) Provide industry recognition programs for students in one semester and/or one year courses;
   c) Award local Foundation medals to all students meeting certain minimum performance standards.

10. Moved-Seconded-Carried that the following statement appear in the manual as part of Article V on Degrees:

    "The items of time, money, or hours for the first three FFA degrees will be at the discretion of the State Association."

## COMMITTEE #2

Integrating FFA Into Specialized Instructional Programs Other Than Horticulture (Rural) (Report Approved 96, Opposed 0)

Gerald Barton, Chairman
Members: Gordon Hall, J.E. Dunn, Richard Carter, Robert Cox, O.L. Snowden, Charles Chambers, John Rodgers, Guy Cain, J.A. Hayles, Victor Hernandez, Kenneth Mitchell, Alton Bridges.

### Points, Considerations, And/Or Recommendations

1. The integration of the FFA into specialized instructional programs depends largely on the attitude of the vo-ag teacher regarding the FFA. He must first be convinced that the FFA is an intra-curricular activity. Also, teacher educators and State department staffs must convey a positive attitude toward this classification.

2. Instructional units based on performance objectives should be incorporated into curricula for all types of programs.

3. Provisions should be made for the FFA to make incentives available for all grade levels that we intend to reach through vocational agriculture.

4. Students in specialized programs should be encouraged to participate and their skills should be used in the phases of present programs and activities which are closely associated with their specialty. For example: a) all students involved in BOAC: b) use Agricultural Mechanics students on the safety program; c) involve Horticulture students in decorating for a banquet.

5. Teachers in departments offering vocational agriculture to ninth graders in Junior High feeder schools should cooperate to provide a strong, unified FFA chapter which benefits all students.

6. Teachers in specialized vocational agriculture programs in the same school should coordinate the FFA program.

7. Disadvantaged students should not be separated from regular students for FFA activities. Instead, levels of accomplishment should be developed so that students who meet the qualifications can be recognized.

8. Develop both in-service and pre-service training programs on understanding and working with disadvantaged students.

9. Efforts should be made to open avenues for exploration of the FFA at the Junior High level, since this age group is especially energetic and enthusiastic.

10. Any award received by a member should be associated directly with his instructional program and his occupational experience program.

COMMITTEE #2, continued

11. Additional incentive awards in specialized areas should be developed. (Something for everyone, but not everything for everybody.)

12. Efforts should be made to utilize advisory councils in integrating the FFA into the instructional phase of the vocational agriculture program.

13. It should be kept in mind that expansion of programs is dependent upon available manpower.

14. The importance of a strong FFA chapter should be emphasized in both in-service and pre-service teacher training.

## COMMITTEE #3

Integrating FFA Into The Instructional Program In Area Vocational Schools
(Report Approved 95, Opposed 1)

Leon Boucher, Chairman
Members: Charles Reed, Jack Deppong, J.C. Holland, Robert Stewart, Basil Ashcraft, Joe Bail, Earl Frick, Hilding Gadda, Julian Carter, John Crunkilton, Phil Johnson, William Scott, Paul Lynch, Paul Marvin.
Our Purpose:

1. Securing more FFA members.
2. Adapting the FFA program to needs of youth in area schools.

### Area School Numbers Will Grow

Ten states were represented in our area school meeting. They reported 228 area schools presently operating and projected there will be 424 area schools or nearly double the present number within five years. One state of the ten represented did not project an increased number of area schools in their state.

### Problems Identified With Operating FFA in Area Schools

1. What name is representative of all specialty groups in an area school?
2. There are Junior and Senior students in area schools with no previous FFA experience.
3. Who should represent the area school in district or state contests? Members of one specialty area or an all-star cast from the various areas?
4. Should students be given the choice of participating with the area school FFA teams or in their home chapter FFA?
5. Specialized teachers from industry have little or no training in conducting youth activities.
6. Difficult to find a meeting time when all agriculture and agribusiness students can meet as a total FFA chapter.
7. The travel distance is too great to have students come to the area school for night meetings.
8. Not enough emphasis or prestige is given to students other than production agriculture.
9. Many area schools are more concerned in filling course enrollments and getting school started than in providing for youth activity programs.

### Suggestions - Recommendations - Ideas

1. Every student in an area school should have the opportunity to belong to a youth organization. (If there is an agricultural program - have an FFA program.)

COMMITTEE #3, continued

2. Personal development and leadership training should be a part of the curriculum in every vocational agribusiness or vocational agriculture department.

3. Specific training should be provided for every adult leader of youth organizations for vocational agriculture students. (This in-service program could be offered at the area school for all vocational teachers from all vocational areas.)

4. Since the National organization is for students enrolled in vocational agriculture, the name should be FFA for area schools.

5. The National Board of Directors should provide the flexibility for alternate organizational structures in FFA. (1972 FFA Manual, page 15.)

   The V.I.C.A. Leadership Handbook, 1970 edition, on page 73, shows a suggested local club structure for chapters having two or more sections. Page 74 shows a local club structure for schools having a morning group and an afternoon group.

   Our committee is suggesting a multi-section chapter be formed in schools where several vocational agribusiness courses are offered. In this situation an FFA chapter consists of several sections which are organized by subject and each section has its own officers and activities. Each section elects delegates to the FFA Executive Council which coordinates section activities to avoid conflicts and duplications of projects. The council also plans over-all chapter activities. Section advisors are teachers of the section subjects and the FFA chapter advisor may be elected or appointed from the section advisors.

6. It is suggested that the overall FFA advisor be hired specifically for this assignment because of his abilities and competencies of working with youth groups and not left to chance to be selected from within the existing faculty after school starts.

7. Each specialty area club should have officers and an appropriate opening ceremony in harmony with the specialty area.

8. Activity or club periods should be a part of the school program and should be scheduled not less than twice per month.

9. In area schools, coordination of FFA activities could do the following:

   <u>All specialty clubs could participate</u>:

   a) parliamentary procedure
   b) social activities
   c) transportation to state & national meeting

   <u>Specific interest activities</u>:

   a) individual awards
   b) fund raising (flowers-plants-machinery repair.)
   c) uniforms or jackets - jackets or patch in shop

COMMITTEE #3, continued

All specialty clubs could participate:

d) fund raising (citrus sales)
e) state FFA camp
f) officer training
g) BOAC
h) banquet

Specific interest activities:

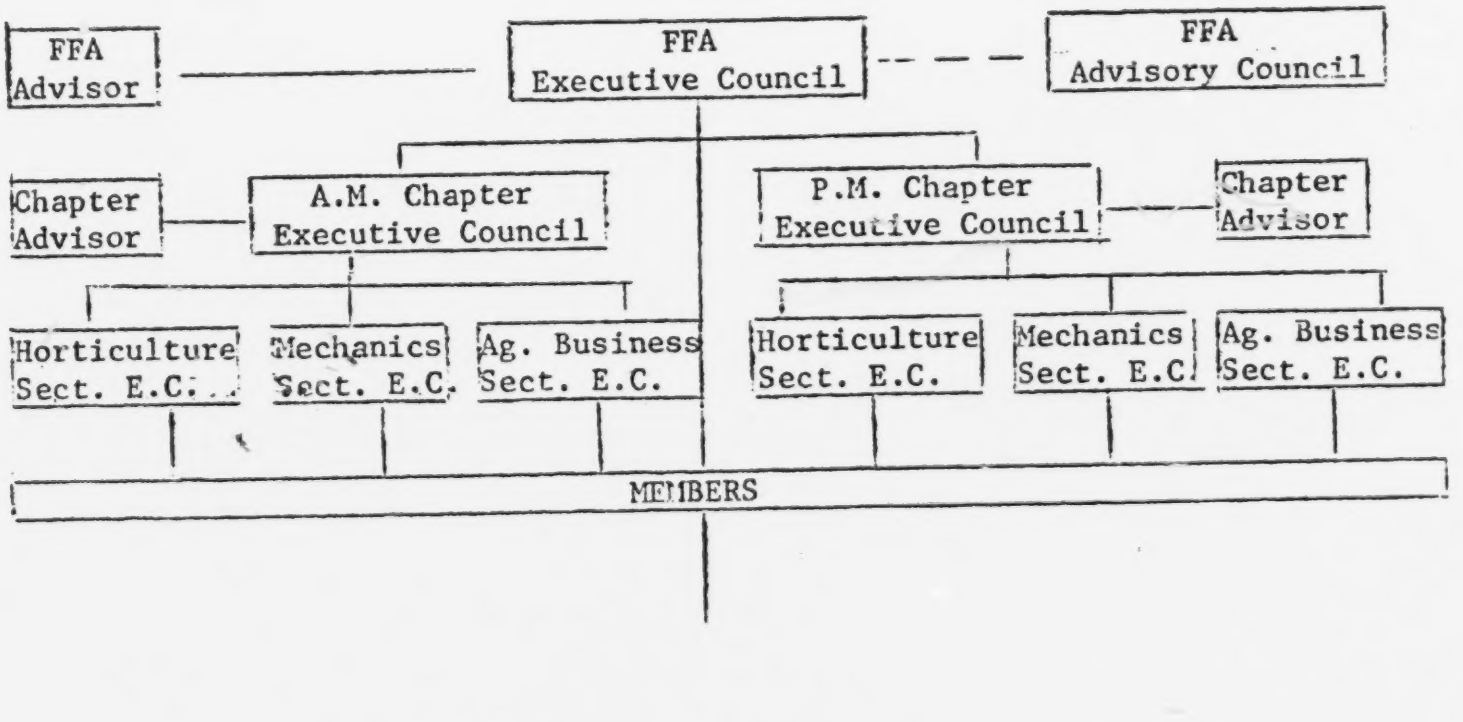
d) sponsors for FFA Foundation
e) incentive awards

10. Every area FFA chapter must identify a plan for securing-accounting and spending of funds. (Have an overall FFA Budget and specific specialty club budgets.)

11. There should be a coordination of dues collection activities.

12. Any assessment of members should be reasonable and the possibility of the chapter paying the state and national dues should not be overlooked. All earn and all belong.

A PLAN FOR AN A.M. AND P.M. GROUP



## COMMITTEE #4

Integrating FFA Into The Career Exploration Phase of Instruction (7-8-9)
(Report Approved 94, Opposed 2)

Floyd McCormick, Chairman
Members: G.L. White, Joe Kirkland, Larry Warfel, James Albracht, John Vallot, Cliff Nelson, Wally Vog, Claude McGhee, John Myers, Sammy Peebles, Jose A. Ponce.
The group was convened at 9:30 a.m. with Floyd McCormick as Chairman. Kip Nelson reported on a Junior High School FFA program in Montgomery County, Maryland. Mr. Nelson reported that the program was successful and that 7th, 8th, and 9th graders were Green Hand members of the FFA.

John Myers of Virginia reported on a five-year vocational agriculture program in Virginia which involved FFA membership beginning in the 8th grade. He commented that the program was successful. Dr. McCormick distributed a Career Education Model which is being used in the state of Arizona.

It was decided by the committee that vocational agriculture and the FFA were appropriate at the Junior High School level and made the following recommendations:

"Vocational Agriculture is a viable subject matter area for the Junior High School and the FFA should be considered as an integral part of the Junior High School vocational agriculture program."

It was the consensus of the committee members that there is a need for articulation in Junior High School and Senior High School vocational agriculture programs. It was also decided that the remaining time of the committee meeting be spent on identifying problems and possible solutions to the problems.

Problems which were identified included:

1. Need for vocational agriculture curriculum guides for Elementary and Junior High Schools.
2. Need for teachers to man the programs.
3. Need to identify the role of vocational agriculture at the Elementary and Junior High Schools.
4. Need for instructional materials and resources for programs.
5. Lack of understanding as to the type of program which will emerge (Subject Matter Area or Across-the-Board Vo. Ed.)
6. Lack of awareness of availability of programs.
7. Need for development and dissemination of guidelines for instruction.
8. Need for State Pilot Programs.
9. Need for the assistance of elementary guidance.
10. Need for fiscal and legislative incentives.
11. Need for the identification of new FFA incentives awards and activities.
12. Need for appropriate teacher education methods for the preparation of teachers for the programs.

COMMITTEE #4, continued

Possible solutions:

1. Designate a coordinator of vocational agriculture for the program.
2. Prepare more teachers to man the programs. Women teachers of vocational agriculture would be appropriate for this purpose.
3. Have USOE and National Workshops for teacher educators and state supervisory staff members.
4. Provide appropriate student teacher experiences for these programs.
5. Demonstrate workable programs in cooperation with the National FFA Office.

Recommendations:

Before making specific recommendations for new FFA incentive awards and activities the committee members thought that the following steps should be implemented:

1. That further study of exploratory education should be made.
2. That more pilot programs should be implemented.
3. Collect and disseminate information on programs which are currently in operation.
4. That the National FFA Executive Secretary prepare guidelines for the Role of the FFA in Exploratory Education.
5. That new FFA incentive awards and activities be identified through the National FFA Office.

## COMMITTEE #5

Preparing Teachers To Serve As FFA Advisors (Report Approved 95, Opposed 1)

Ronald Squires, Chairman
Members: I.A. Dickerson, Donald L. Ahrens, Eldon Heathcott, James Hutchinson, Paul Day, Warren Noland, Robert Terry, Gordon Galbraith, Gilbert Long, Cliff Saylor, Percy Kirk, Glenn McDowell, Bill Smith, Shubel Owen.

I Discussion of Problem:

A. After much discussion about the difference of time that teacher education centers allotted to this topic it was determined that there is an extreme degree of difference because of the following situations:

1. The four-year certification program compared to the five-year program where the teacher educator did not come in contact with the student until his last year.
2. Teacher educator only saw the student during his block of classes before entering student teaching.
3. The time element - quarter system vs. semester system.
4. Teaching of FFA was integrated into all courses and was not a definite subject area.
5. "Across-the-board" courses for youth leadership.

B. Additional Problems Discussed Included:

1. More prospective teachers enrolling without previous FFA background or experience.
2. Specialized programs requiring specific training or occupation experience with little emphasis on FFA.
3. Attitude change of students, i.e. - "lack of dedication."

II. Suggested Activities And/Or Methods to Strengthen Teacher Education

A. Close coordination and communication between teacher educator and State Advisor and/or Executive Secretary.

1. Teacher educator be supplied with all FFA correspondence, contest forms and applications, schedule of activities.
2. Teacher educator be supplied with good examples of completed applications, i.e. - Proficiency Award, State and American Farmer Degree, National Chapter and Safety applications, BOAC, etc.

B. Collegiate FFA Chapter Activities

1. Attend National FFA Convention - with assignments and duties.
2. Involved in State activities - State Conventions - Judging Contest, Leadership Contest, etc.
3. Utilized as judges for State, area or local activities and contests.
4. Involvement of all potential vo-ag instructors in as many FFA activities as possible.

COMMITTEE #5, continued

C. In-service for supervising teachers - FFA.

D. Utilize State Plan in curriculum - regarding youth organization.

E. Active involvement with operation and use of Alumni and Advisory Committees.

F. Use Teacher Education Staff qualified with successful FFA experience and background.

G. Utilize FFA experience and skills as criteria for school superintendent evaluation on hiring and/or certification.

H. Use materials developed by National Staff and FFA Center in the curriculum.

I. Make use of State and National officers with agricultural education students.

J. Utilize NVATA personnel and materials.

SUMMARY:

The preparation of teachers to serve as FFA Advisors must focus on the FFA as a motivational and inspirational tool that is integral with vocational agriculture.

## COMMITTEE #6

Developing Recommended FFA Ceremonies and Ritual Revisions (Report Approved 92, Opposed 4)

Jay Wood, Chairman
Members: Earl Kantner, Paul Sweany, Jim Peddicord, Dennis Torrence, Kevin Hall.

Resolution:

The committee feels the revisions of the FFA Ceremonies and Rituals deserve additional time. They therefore request that they be brought together again for three full days of work during the month of May to complete the preliminary work assigned to them at this Conference.

Rationale:

The above committee members are representative of students, teachers, executive secretaries, teacher educators, program directors and state advisors. This Committee thinks the same basic thoughts used in revising the Opening and Closing Ceremonies will need to be followed in completing the assignment. This is why this committee feels they should complete the work assigned to this group.

The following is a revised version of the FFA Opening and Closing Ceremonies:

### PROPOSED OPENING AND CLOSING CEREMONY FOR ALL FFA MEETINGS

Opening the Meeting

(When the time set for the opening of the meeting arrives, the President, after quietly arranging for necessary officer substitutions, rises, raps for attention, secures order, and proceeds as indicated below. The other officers rise as called upon by the Vice-President, and remain standing until seated by the President.)

President: "The meeting will come to order. We are now holding a meeting of the _____ FFA Chapter.* Mr. Vice-President, are all officers at their stations?"

Vice-Pres: (Rising and facing the President) "I shall call the roll of officers, and report to you, Mr. President."
(President is seated.)

Vice-Pres: (Calling roll of officers) "Mr. Sentinel."

Sentinel: "It is my duty to see that our friends are welcome. I assist the President, care for the meeting room and equipment and provide for the comfort of our members and guests."

Vice-Pres: "Mr. Reporter."

Reporter: "As our flag covers the United States of America, so I inform the people about the FFA - a national youth organization that reaches from the state of Washington to Puerto Rico and from the state of Maine to Hawaii."

* Use Association, Organization, etc. when appropriate.

COMMITTEE #6, continued

Vice-Pres: "Mr. Treasurer."
Treasurer: "I keep a record of receipts and disbursements just as the Father of Our Country, George Washington, kept his accounts - carefully and accurately. Washington was better able to serve his country because of his sound financial practices.

Vice-Pres: "Mr. Secretary."
Secretary: "I keep an accurate record of our meetings and correspond with other secretaries and friends of the FFA.

Vice-Pres: "Mr. Advisor."
Advisor: "The owl is the time-honored emblem of knowledge and wisdom. It is my privilege to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.

"Mr. Vice-President, what are the duties of your office?"
Vice-Pres: "My duties require me to assist in directing the work of our organization. I preside over meetings in the absence of our President, whose place is beneath the rising sun."

Advisor: "Why is the President so stationed?"
Vice-Pres: "The rising sun is the token of a new era in agriculture. If we will follow the leadership of our President, we shall be led into an era of brotherhood and cooperation. Mr. President, all officers are at their stations."

President: (Rises and faces the Vice-President) "Thank you, Mr. Vice-President." (All take seats at tap of gavel.) "The Secretary will report on attendance."

Secretary: "There are _____ members and _____ guests present, Mr. President."

President: "Thank you. Fellow members, why are we here?" (All members stand at three taps of gavel.)

All Members in Unison: "To practice brotherhood and cooperation, and develop those qualities of leadership that we should all possess." (All are seated at one tap of gavel.)

President: "May we accomplish our purposes. I now declare this meeting opened for the transaction of business, or attention to matters which may properly be presented." (Proceed with regular order of business.)

Closing the Meeting

(When the business at hand has been disposed of or an appointed time for closing has arrived, the procedure is as indicated below.)

President: "Mr. Secretary, have you a record of any further business which should be transacted at this time?"

Secretary: (Rises, replies and is seated.) "I have none, Mr. President."

President: "Does any member know of any further business that should come before this meeting?" (If no answer, proceed as follows.) "We are about to adjourn this meeting of the _____ FFA Chapter.* As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and, above all, honest and fair in our daily lives. Fellow members and guests, join me in a salute to our flag."

* Use Association, Organization, etc. when appropriate.

COMMITTEE #6, continued

President: (Taps three times with gavel to call members to stand, face the flag at the Reporter's station, and with their right hands over their hearts repeat the following pledge.)

All in Unison: "I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." (Taps once with gavel and the meeting is adjourned.)

SEE FFA MANUAL, PAGES 78-79, FOR OPENING AND CLOSING CEREMONIES.

## COMMITTEE #7

Increasing the Effectiveness of FFA Through In-Service Education (Report Approved 95, Opposed 1)

Daniel Bock, Chairman
Members: Jerry Davis, Jim Pope, Ed Stich, E.W. Gustafson, L.M. Hargrave, C.O. Loreen, Howard Teal, Dennis Sargent, Don Erickson, V.S. Eaddy.

Objective:

To establish the short-term and long-term goals for a program of in-service education on the FFA.

In-service education concerning FFA should be available to the following:

1. Teacher education institutions;
2. State Department staffs of Education including curriculum coordinators;
3. Local teachers of agriculture;
4. State FFA officers including the District, Regional or Sectional level officers;
5. News media.

The State Director of Vocational Education should receive a current statement indicating that vocational youth organizations are an integral part of the program. Secure his approval to implement this philosophy throughout the state.

Goals

We recommend the following for teacher education staffs:

The State FFA Advisor, Executive Secretary, or the designated representative meet at least once per semester or quarter and discuss with this staff the FFA Update.

We recommend the following for State Department staffs of Education including curriculum coordinators:

They receive leadership short courses of four hours two times per year on the FFA Update.

We recommend the following for local teachers of agriculture:

1. The FFA Update be presented for one hour per year at the annual conference.
2. That short courses or extension courses concerning the FFA Update be available for three days per year.
3. There be district, area, or other scheduled meetings three times per year.
4. The chapter President attend one district meeting per year.
5. The local chapter officers receive two hours of in-service training per year.
6. That each state have distributed one "Chapter Guide to FFA Activities" to each teacher of agriculture in the state by October 30, 1972.

COMMITTEE #7, continued

7. Use the National Officers (if available) at the Teachers' Conference for 20-30 minutes.
8. Teachers without a background in the FFA organization spend 20 hours in in-service education concerning FFA Update.
9. First-year teachers receive eight hours of in-service during the year on the FFA Update.

We recommend the following for the State FFA Officers including the District, Regional or Sectional level Officers:

1. The FFA Update be presented at the State FFA Convention for one hour per year.
2. Have District, Area or Sectional meetings with key officers for four hours per year.
3. Use State Officers as much as possible for the New FFA - Relevant - Flexible training.
4. Use the National FFA Officers at the State FFA Convention for one hour in the program at varied times.

The above ideas may be carried out using any of the following:

Workshops
Short courses
Teacher Conferences
Extension classes
Sectional, Regional or District meetings
Skills programs
Special speakers
FFA Conventions
Follow-up programs
State Plan objectives
NVATA officers - Regional Conference
Monthly or bi-monthly newsletters
Survey forms
State Department staffs
Teacher educator staffs
National FFA Officers
National FFA Staff

The news media could be invited to attend all FFA functions. The important news stories originate on the local level and thus should originate from the chapter level.

The National level should provide general FFA stories of one per week to the local level for release. These should be of a fill-in nature. Stories may include all of the FFA Awards programs, its new image, and areas of interest.

State Associations should provide advance stories for State meetings with follow-up stories.

The National Office should provide national fill-in stories on the National level. News media are always interested in unusual slants on old topics - human interest. Keep them informed.

## COMMITTEE #8

Integrating Community Resources Into The FFA Instructional Program Through The FFA Alumni (Report Approved 96, Opposed 0)

Harold Shoaf, Chairman
Members: Jim Litle, Dwight Kindschy, Jim Maddox, Max Amberson, Billy Conner, Arnold Cordes, L.L. Turner, Charles Keels, Tony Hoyt, Jim Clouse, Carl Humphrey, Tim Burke, Frank Anthony.

This sub-committee addressed itself primarily to the question "how to stimulate interest and action in organizing the FFA Alumni" or "how to motivate the motivators."

I. Purposes, Roles and Rationale for the Alumni Association.

Broader purposes for the Alumni Association are recommended. It is recognized that broader purposes might bring on questions and criticism from existing farm/agricultural organizations.

To avoid this, it might be advisable to relate major purposes to "community development" or something similar.

In summary, it is recommended that a careful study be made of the stated purposes for the Alumni Association and some revisions made along the lines suggested.

Further, to avoid conflicts, duplication of efforts between Alumni Association and organizations currently supporting ag. ed./FFA, the following rationale is suggested as a guiding principle.

Potential FFA Alumni members are generally members of other organizations. Being also a member of the Alumni Association would provide persons great opportunity to have even greater input on agricultural, ag. ed./FFA matters in their other organizations.

II. Some Action Needed to Boost the Development of the FFA Alumni Association

A. An effective educational and promotional process to inform and inspire potential Alumni organizers/leaders about the need for, potential and functions of the Alumni Association.

1) Commendable efforts have been made through mailings and personal contacts by Jay Benham, National Officers and National staff.
2) State staff members should get into the act to stimulate action.
3) Pre-service and in-service education activities should include attention to this matter. A special effort by Alumni Administrative Secretary to provide teacher educators ideas, materials and resources is recommended.
4) Special efforts should be made to organizing FFA Alumni in cities and urban areas.

COMMITTEE #8, continued

Question: How can local Alumni affiliate do a better job in identifying and involving community resources in the FFA program?

Purposes of the FFA Alumni - Local people interested in an FFA Alumni Association should use the National purposes as a guide but should organize locally, based on purposes as they relate to their community needs.

It was recognized that many ideas relating to what local Alumni Association is doing have been received on the National level. Summaries should be made and distributed to all State level personnel who have close associations with the FFA and who would be in a better position to distribute such materials.

How Can Local Affiliate Help

1. By aiding the local FFA chapter in planning the total program to benefit the community.
2. Acquire support from other organizations.
3. Identify community needs.
4. Help in FFA promotion.
5. Inform people of the FFA and its programs.
6. Help the local teacher by aiding in providing a more beneficial FFA program.
7. Be ambassadors to good will in the community.

How Can Local FFA Alumni Members Utilize Community Resources For Improving the Instructional Program?

1. Teachers should utilize alumni as resource persons.
2. Possibly the Alumni should be supporting vocational agriculture as a whole and not just FFA.
3. Teachers should not be responsible for promotion of an Alumni affiliate but should be able to help direct and initiate activities and programs.
4. Allow the alumni themselves to take hold and push the Alumni as they become informed rather than pushing it from the top.
5. The role of an FFA Local Advisory Committee and the local Alumni affiliate both can play a part in the chapter's well-being but the separate purposes of each should be recognized.
6. Possible aids to the local chapter: a) judges for speech and other contests; b) contact Foundation donors; c) chairman of various activities requiring adult attention; d) contribute to the State Convention in the form of various services.
7. Competition could easily develop between different service organizations, civic clubs, and collegiate chapters that are performing special services for the chapter already. Alumni groups might well identify needs, and thereafter determine areas for their participation.

Should Honorary FFA Members be Permitted to Join the FFA Alumni Association?
YES

CHAPTER III

Performance Objectives

## USING FFA FOR PERSONAL DEVELOPMENT

Recently, a great deal of attention in education has been focused on stating objectives or standards in terms which imply action or performance. Such terms as performance objectives, performance goals, performance standards and behavioral objectives have been used to identify these efforts. The purpose of stating characteristics in performance terms is to communicate to teachers, students and others, expected outcomes which can be attained and measured.

Performance objectives are a tool which educators can use to improve the educational program by providing precise statements of desired outcomes against which the program can be evaluated. They can be used as an aid in the instructional program by improving the communication between the teacher and student, and by providing a measure against which the instruction can be evaluated.

The following performance characteristics are a refinement of characteristics developed by an ad hoc committee which met at the National FFA Center in January 1972. Refinements were made at the Update Seminar attended by representatives from 48 states and Puerto Rico in March 1972. (State representatives included State Supervisors of Vocational Agriculture Education, FFA Executive Secretaries, Teacher Educators, six National FFA Officers, and Vocational Agriculture Teachers.)

It is hoped that these characteristics will be useful to teachers in planning for and integrating FFA activities into the instructional program. These objectives should also be useful in communicating to students, parents and teachers the personal competencies which can be developed from participation in FFA activities which are related to the instruction program.

In establishing these objectives for personal development the committees operated under the following assumptions:

1. FFA is an integral part of the total instructional program in agricultural education.
2. The role of the FFA in the instructional program is:
   a. To Develop Personal Growth
   b. To Motivate
   c. To Recognize
   d. To Publicize
   e. To Explore Career Opportunities
3. The following performance characteristics relate to the developmental phase.
4. The FFA should be the vehicle for developing the contents outlined.
5. The committee recommends that the tasks identified should be considered as competencies necessary to be a contributing member of society.

REPORT OF GROUP #1 - PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

TOPIC: LEADERSHIP

Chairman - Gordon Hall, Ariz.

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To participate in the business meeting deliberation of the organization. | 1. To apply the principles of parliamentary procedure.<br>2. To express ideas in written and verbal form as required. |
| 2. To serve as a committee member. | 1. To attend assigned committee meetings.<br>2. To gather information and materials upon which to make and present judgments.<br>3. To evaluate information and materials and formulate decisions.<br>4. To complete committee assignments and responsibilities. |
| 3. To serve as a committee chairman. | 1. To select time and place of meetings.<br>2. To inform committee members of their role and responsibilities.<br>3. To ensure that the democratic process is observed.<br>4. To make individual member assignments.<br>5. To present findings and/or recommendations at meetings.<br>6. To make periodic assessment of progress. |
| 4. To serve as an officer. | 1. To fulfill the duties of the office to which elected.<br>2. To delegate responsibilities.<br>3. To represent organization at special occasions.<br>4. To coordinate the work of the organization.<br>5. To ensure that the democratic process is observed.<br>6. To be responsible for the welfare of the organization.<br>7. To conduct meetings using proper parliamentary procedure.<br>8. To plan and post agendas in advance of regular meetings. |

Leadership Continued --

| Task to be Performed | Performance Characteristics |
|---|---|
| 5. To function as a leader. | 1. To participate in establishing goals for the organization.<br>2. To participate in establishing priorities for the organization.<br>3. To be dependable.<br>4. To allocate resources for promoting the goals of the organization.<br>5. To communicate desires to the group.<br>6. To respect rights and dignity of members.<br>7. To show strength of convictions.<br>8. To employ change strategies in meeting organizational goals. |

REPORT OF GROUP #2 - PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

TOPIC: COMMUNICATIONS

Chairman: Clifford Nelson, Md.

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To communicate verbally in a one to one situation. | 1. To initiate conversation with peers and adults.<br>2. To listen to and formulate response to conversation.<br>3. To convey instructions or place a request. |
| 2. To communicate verbally in a group discussion on a given subject. | 1. To organize facts and thoughts for presentation to a group.<br>2. To listen and formulate responses during discussions. |
| 3. To carry on a telephone conversation. | 1. To initiate a telephone conversation.<br>2. To answer the telephone in a business-like manner.<br>3. To listen to telephone conversation and formulate response.<br>4. To terminate a telephone conversation courteously.<br>5. To take a telephone message and deliver it to intended receiver. |

Communications Continued --

| Task to be Performed | Performance Characteristics |
|---|---|
| 4. To present issues to others by means of public speaking, radio, television and other media. | 1. To gather, organize, and present information and ideas.<br>2. To use audio visual aids when desirable. |
| 5. To present ideas in a question and answer situation in a group, on radio, TV or other media. | 1. To initiate questions or statements.<br>2. To listen to and formulate response to questions or statements. |
| 6. To communicate thoughts and facts clearly by writing. | 1. To write a simple declarative sentence.<br>2. To spell and use correct grammar.<br>3. To spell and use technical terms appropriate to the occupational requirement.<br>4. To organize thoughts in logical sequence. |
| 7. To prepare thoughts, facts and issues for the press or other news media. | 1. To organize and present information.<br>2. To use correct grammar. |

REPORT OF GROUP #3 - PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

TOPIC: CITIZENSHIP

Chairman: J. E. Dunn, Ga.

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To be a contributing member of society. | 1. To know what society expects of citizens.<br>2. To pay taxes.<br>3. To serve country as required.<br>4. To obey laws of society. |
| 2. To participate in a democratic society by assuming responsibilities of a citizen of local, state and national governments. | 1. To attend local citizens' meetings.<br>2. To be informed on issues and candidates.<br>3. To voice opinions at public meetings.<br>4. To register for voting.<br>5. To formulate judgments.<br>6. To vote at elections.<br>7. To abide by wishes of the majority.<br>8. To contribute to the financial support of the organization. |

Citizenship Continued --

| Task to be Performed | Performance Characteristics |
|---|---|
| 3. To cooperate with other members, leaders of an organization and other organizations. | 1. To work on a group project within the organization.<br>2. To work on a group project with another organization.<br>3. To complete assignments given by the organization leaders. |
| 4. Each member assume his fair share of the responsibilities of the organization. | 1. To attend meetings regularly.<br>2. To participate in activities of the organization.<br>3. To perform duties of the organization within the limits of abilities. |
| 5. To show respect for national symbols and customs. | 1. Properly display the Flag.<br>2. Respect national monuments.<br>3. Demonstrate respect for the National Anthem. |

TOPIC: SERVICE TO OTHERS

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To identify and select areas of community service involving individual and group action. | 1. To analyze community structure and organization.<br>2. To analyze personal abilities to determine which can be utilized in the community.<br>3. To analyze the resources of the community.<br>4. To identify the needs f the community.<br>5. To contribute physical, intellectual and financial assistance. |

REPORT OF GROUP #4 - PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

TOPIC: SOCIAL SKILLS

Chairman: Jim Clouse, Ind.

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To introduce one person to another and to a group. | 1. To introduce yourself to another person.<br>2. To introduce an older person to a younger person.<br>3. To introduce a person of higher position to another person.<br>4. To introduce a lady to a gentleman.<br>5. To introduce a person or speaker to a group.<br>6. To introduce one person to another of equal status.<br>7. To introduce a group to a group. |
| 2. To use correct table manners. | 1. To use accepted procedures of seating guests and self.<br>2. To properly order and select a meal from a menu.<br>3. To use tableware in an accepted manner.<br>4. To start and carry on conversations.<br>5. To practice methods of paying check and tipping.<br>6. To sit properly at the table. |
| 3. To use courtesies with others. | 1. To write letters of sympathy, congratulations and thank you.<br>2. To properly address a person and use appropriate language.<br>3. To assist individuals in seating, passing through doors, and with their coats.<br>4. To respect the rights and property of others.<br>5. To acknowledge other individuals or groups.<br>6. To plan seating arrangements for head tables.<br>7. To recognize the perrogative of the speaker.<br>8. To rise when a lady enters a room. |

Social Skills Continued --

| Task to be Performed | Performance Characteristics |
|---|---|
| 4. To be groomed in an acceptable manner. | 1. To practice personal hygiene that will facilitate acceptance by others and be beneficial to good health.<br>2. To dress properly for the occasion. |
| 5. To use conversation in an acceptable manner. | 1. To identify and use acceptable conversational techniques with:<br>a. persons of equal status<br>b. older or younger persons<br>c. persons of higher authority<br>d. persons of opposite sex. |

REPORT OF GROUP #5 - PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

TOPIC: MANAGEMENT OF RESOURCES (Financial)

Chairman: Paul Day, Minn.

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To develop an appraisal of one's financial standing. | 1. To make an inventory of all assets and liabilities.<br>2. To analyze financial standings.<br>3. To inventory resources every six months. |
| 2. To prepare a personal budget. | 1. To identify all expenses and receipts.<br>2. To order priorities.<br>3. To predict business practices and trends. |
| 3. To show financial growth from year to year. | 1. To practice thrift by the use of sound investments and purchasing.<br>2. To earn sufficient money to finance activities. |
| 4. To establish a satisfactory credit rating. | 1. To establish an account in a financial institution.<br>2. To accept responsibility of financial obligation.<br>3. To examine existing credit practices and laws. |

Management of Resources Continued --

(Personal)

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To make a personal inventory. | 1. To complete a personal data form.<br>2. To identify personal attributes and abilities.<br>3. To identify personal achievements and accomplishments.<br>4. To analyze personal relationships with school and community organizations.<br>5. To identify personal preferences.<br>6. To analyze relationships with peer and adult groups.<br>7. To analyze physical attributes. |
| 2. To develop an improved self image. | 1. To make appraisal of personal strengths and weaknesses.<br>2. To succeed at one or more activities.<br>3. To apply strong points in improving self image.<br>4. To strengthen weak points in improving self image. |
| 3. To determine future life style (goals). | 1. To determine personal limitations.<br>2. To list occupational goals. |
| 4. To develop initiative and discipline. | 1. To involve himself in activities.<br>2. To develop a positive attitude (self image) toward success. |
| 5. To be accepted by the society in which the individual will function. | 1. To develop necessary social abilities to become successful in occupation of choice.<br>2. To identify and select groups with which you wish to associate.<br>3. To identify and select behavior required to become accepted by a group. |
| 6. To manage use of time. | 1. To identify individual goals.<br>2. To inventory time.<br>3. To establish priorities for reaching goals.<br>4. To establish priorities for use of that time.<br>5. To evaluate use of their time. |

REPORT OF GROUP #6 - PERFORMANCE OBJECTIVES ON STUDENT PERSONAL GROWTH

TOPIC: INDIVIDUAL ADJUSTMENT
(Human Relations)

Chairman: Earl Kantner, Ohio

| Task to be Performed | Performance Characteristics |
|---|---|
| 1. To exhibit a positive system of values for work. | 1. To demonstrate positive relationships with peers.<br>2. To demonstrate positive supervisory relationships.<br>3. To attain job satisfaction.<br>4. To prepare and qualify for job advancement.<br>5. To be able to organize activities. |
| 2. To demonstrate personal integrity. | 1. To be honest and dependable in:<br>a. handling of funds<br>b. keeping accurate records<br>c. purchasing supplies.<br>2. To be loyal.<br>3. To be cooperative.<br>4. To arrive at a decision.<br>5. To exhibit good sportsmanship.<br>6. To be punctual at all appointments.<br>7. To carry tasks and assignments to completion.<br>8. To be accountable for personal actions.<br>9. To show respect for the rights of others.<br>10. To attempt to rectify wrong actions. |

During the March Seminar, several of the committees working on performance objectives outlined activities they thought would help students accomplish the performance objectives. The following is a list of suggested activities to accomplish objectives. It should be remembered that this is an incomplete list and that many more activities could be added in all areas.

## STUDENT LEARNING ACTIVITIES

I. Leadership
   - A. Accept an FFA committee assignment suited to interest and ability.
   - B. Identify the functions and purposes of the committee.
   - C. Prepare written and oral committee reports.
   - D. Participate in discussion of how committee work contributes to the functioning of an organization.
   - E. Participate in classroom study and discussion of committee chairman responsibilities.
   - F. Observe other effective committee chairmen.
   - G. Serve as a committee chairman.
   - H. Participate in special training programs for committee chairmen.
   - I. Present a committee report at a regular meeting.
   - J. Participate in classroom study and practice of parliamentary procedure.
   - K. Describe recommended procedures for planning and conducting chapter meetings as stated in the official FFA manual.
   - L. Attend and participate in meetings.
   - M. Identify the characteristics of a good meeting.
   - N. Participate in classroom discussions, demonstrations, oral and written reports and public speaking competition.
   - O. Arrange for election of officers at every class level.
   - P. Participate as officers.
   - Q. Plan, conduct and participate in leadership workshops.
   - R. Participate in orientation session for new officers.
   - S. Visit appropriate officers in community organizations.
   - T. Establish performance standards for local FFA officers.
   - U. Prepare for and participate in parliamentary procedure demonstrations.
   - V. Plan and post agenda in advance of regular chapter meetings.
   - W. Participate in leadership activities above the chapter level.
   - X. Participate in an agricultural class discussion on leadership.
   - Y. Attend and observe at least four community organization meetings in addition to FFA meetings.
   - Z. Describe what a leader does.
   - AA. Prepare a list of leaders in a variety of positions and when possible observe them in leadership roles (national, state, school, chapter)
   - BB. Analyze prior learning activities and list the characteristics of democratic leadership.
   - CC. Analyze the qualities of recognized good leaders.
   - DD. Conduct a self evaluation, identifying the strong and weak points and building on the strong points.
   - EE. Develop and display a knowledge of the FFA and its operation.
   - FF. List the awards and recognitions available in the local, state and national programs.

GG. Design and follow a personal definite plan of training experience and improvement in leadership development.
HH. Prepare for and participate in FFA activities on the local, area, state, regional and national levels.
II. Determine, through research and interviews, the reasons for success of past participants and award recipients.
JJ. Review periodically personal progress toward stated goals.
KK. Establish a chapter "Hall of Fame" with record of accomplishments of chapter members.

II. Communication
- A. Write report describing
  1. Agricultural career goal
  2. Supervised experience program
  3. Activities of FFA standing committees
- B. Write letter requesting consideration for a job.
- C. Complete an application for a job.
- D. Apply for an FFA degree or award.

III. Citizenship and service
- A. Conduct a chapter meeting.
- B. Conduct committee meetings.
- C. Hold a chairmanship.
- D. Serve as an officer.
- E. Be involved in chapter fund raising activities.
- F. Start an FFA loan cooperative.
- G. Participate in FFA WEEK.
- H. Participate in Building Our American Communities Program.
- I. Initiate cooperative buying and selling activities.
- J. Invite service organizations to help determine community needs.
- K. Enlist aid of specialist (mayor, city, county planner, etc.) in identifying community needs.
- L. Use National Chapter Award Program, National Program of Work and National Safety Program as guidelines in identifying needs of the community.
- M. Use BOAC film and other films to help identify local needs.

IV. Individual Adjustment
- A. Participate in parliamentary procedure.
- B. Participate in BOAC activities with other students.
- C. Explain employee, employer relationships.
- D. Serve as a committee chairman.
- E. Participate and advance in chapter degree program.
- F. Explore agricultural occupations in community and make a report of activities.
- G. Represent chapter in FFA activities.